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Identifiers-*Texas

Sixteen thousand seven hundred and sixty-six migrant children participated in 1966-67 in Texas projects for migrant education. An overall evaluation of the 1966-67 Texas Project for the Education of Migrant Children is found in this report, along with evaluations of the summer 1967 Texas Migrant Interstate Cooperation Project, and the Migrant Compensatory Education Project. Graphs and statistical data are given for each of the 3 evaluation reports. Also included are narrative reports on specific aspects of the projects and examples of evaluative materials used. (DK)

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EVALUATION REPORT:

TEXAS PROJECT FOR THE EDUCATION OF MIGRANT CHILDREN 1966-67

ED023505

Prepared by
The Evaluation Section
Division of Compensatory Education
Texas Education Agency
December, 1967

RC 002557

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ANNUAL EVALUATION REPORT

FOR

TEXAS PROJECT FOR THE EDUCATION OF MIGRANT CHILDREN

Prepared by
Evaluation Section
Division of Compensatory Education
Texas Education Agency

COMPLIANCE WITH TITLE VI CIVIL RIGHTS ACT OF 1964

Reviews of the local educational agency pertaining to compliance with Title VI, Civil Rights Act of 1964, will be conducted periodically by staff representatives of the Texas Education Agency. These reviews will cover at least the following policies and practices:

1. Enrollment and assignment of students without discrimination on the ground of race, color, or national origin.

2. Assignment of teachers and other staff without discrimination on the ground of race, color, or national origin.

3. Non-discriminatory use of facilities.

4. Public notice given by the local educational agency to participants and other citizens of the non-discriminatory policies and practices in effect by the local agency.

In addition to conducting reviews, Texas Education Agency staff representatives will check complaints of non-compliance made by citizens and will report their findings to the United States Commissioner of Education.

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ACADEMIC YEAR 1966-67

Prepared by
Evaluation Section
Division of Compensatory Education
Texas Education Agency

November 1967

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INTRODUCTION

The United States Office of Education has defined a migrant child in the following way:

> "a migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities."

Statistics compiled from three recent studies, Texas Employment Commission reports; Texas Office of Economic Opportunity, Migrant Division, The 1966 Texas Migrant Survey; and the Texas Good Neighbor Commission, Texas Migrant Labor, The 1966 Migration, reveal that there are 85,066 school-age children in the State of Texas who fit this definition. Home for most of these children is in an area south from San Antonio to the Mexican border at Laredo and east to the Gulf. The greatest concentration is in the lower Rio Grande Valley where 95 percent of the migrants are Mexican-American.

For many years school districts in the home base regions have been faced with multiple problems in trying to provide educational opportunities for this transitory segment of their student population. Since the vast majority of these students are not present for all of the regular school term, traditional programs have not met their needs. Inadequate funds, buildings, and trained personnel hindered concentrated efforts to compensate for missed learning experiences. Local school districts were left to their own designs and resources until 1954 when the Texas State Board of Education adopted a formula which allowed additional classroom teacher units in school districts where average daily attendance fluctuates due to the enrollment of children of migrant farm laborers. This liberalized formula was the extent of State participation until 1962 when the State Board of Education authorized a study of Texas migrant children and their education needs. As a result of this study, an Advisory Committee consisting of school administrators from districts with concentrations of migrant children was appointed to make recommendations concerning migrant education. This committee recommended that the formula for teacher allocation under the Minimum Foundation Program be further liberalized, and that provision be made for the establishment of six-month experimental programs, with the necessary funds to provide teachers, in not more than five school districts during the 1963-64 school year.

This experimental program, The Texas Project for the Education of Migrant Children, got underway in the fall of 1963 in the Edinburg, McAllen, Pharr-San Juan-Alamo, San Benito, and Weslaco school districts. The five districts enrolled a total of 3,000 students during the first year of operation. Further assistance was given to the Project by the State Board in the form of special provisions for the pilot schools to order copies of all State adopted texts for each grade level. The Project was authorized for a second year of operation in 1964-65 and five additional school districts with 3,000 additional students were added: Harlingen, Mercedes, Raymondville, Rio Grande City, and Robstown.

For the third year of operation, the local school districts and the Texas Education Agency efforts were supplemented by a grant of $3,312,936 from the United States Office of Economic Opportunity through Title IIIB of the Economic Opportunity Act of 1964. These additional funds made it possible for districts to provide instructional materials and equipment, school supplies, medical services, food, clothing, and other welfare services in addition to special personnel, aides, additional teachers, and special education program, for 20,000 migrant children enrolled in 40 school districts.

The 1966-67 school year was the fourth year of operation for the Texas Project for the Education of Migrant Children. Programs for this year were the result of joint efforts by the local districts, the Texas Education Agency, Title IIIB of the Economic Opportunity Act, and the migrant amendment to Title I of the Elementary and Secondary Education Act of 1965. Of the funds received from the federal government, $886,264.28 came from Title IIIB, EOA and $2,316,659 from Title I, ESEA amendment.

The 1966-67 Texas Project for the Education of Migrant Children was divided into six separate programs. The programs, with the Office of Education grants for each, were:

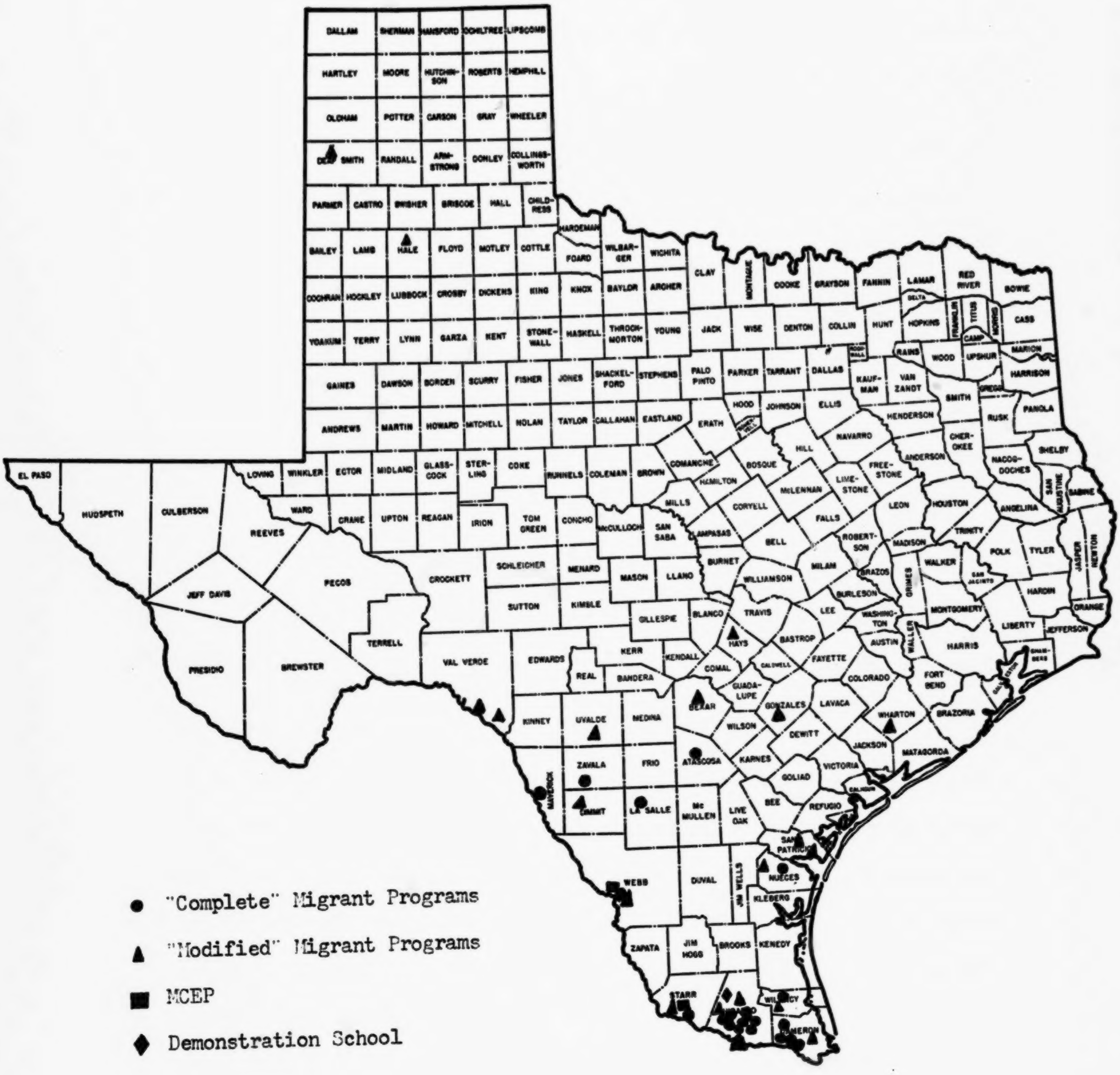
Migrant school programs	$1,590,878
Migrant Compensatory Education Project	118,477
Summer Institutes for Teachers, Aides, and Administrators of Migrant Children	310,600
Demonstration School for the Education of children of Migrant Farm Workers	127,500
Texas Migrant Interstate Cooperation Project	102,938
Texas Project for Education of Migrant Children - In-service and Dissemination	44,591
Funds for State Administration	21,675

Figure A indicates the geographic locations and types of programs of school districts participating in the Project.

This evaluation report will follow a format furnished by the United States Office of Education. Some data from all of the programs will be included in the general report, but separate reports will be submitted for the Migrant Compensatory Education Project and the Texas Migrant Interstate Cooperation Project.

FIGURE A

GEOGRAPHICAL LOCATION OF TEXAS PROJECT
FOR THE EDUCATION OF MIGRANT CHILDREN SCHOOLS


DALLAM
SHERMAN
HANSFORD
OCHILTREE
LIPSCOMB
HARTLEY
MOORE
HUTCHINSON
ROBERTS
HEMPHILL
OLDHAM
POTTER
CARSON
GRAY
WHEELER
DEAF SMITH
RANDALL
ARMSTRONG
DONLEY
COLLINGSWORTH
PARMER
CASTRO
SWISHER
BRISCOE
HALL
CHILDRESS
HARDEMAN
BAILEY
LAMB
HALE
FLOYD
MOTLEY
COTTLE
FOARD
WILBARGER
WICHITA
CLAY
MONTAGUE
COOKE
GRAYSON
FANNIN
LAMAR
RED RIVER
BOWIE
COCHRAN
HOCKLEY
LUBBOCK
CROSBY
DICKENS
KING
KNOX
BAYLOR
ARCHER
DELTA
FRANKLIN
TITUS
MORRIS
YOAKUM
TERRY
LYNN
GARZA
KENT
STONEWALL
HASKELL
THROCKMORTON
YOUNG
JACK
WISE
DENTON
COLLIN
HUNT
HOPKINS
CAMP
CASS
RAINS
WOOD
UPSHUR
MARION
ROCKWALL
GAINES
DAWSON
BORDEN
SCURRY
FISHER
JONES
SHACKELFORD
STEPHENS
PALO PINTO
PARKER
TARRANT
DALLAS
KAUFMAN
VAN ZANDT
GREGG
HARRISON
SMITH
HOOD
JOHNSON
ELLIS
HENDERSON
RUSK
PANOLA
ANDREWS
MARTIN
HOWARD
MITCHELL
NOLAN
TAYLOR
CALLAHAN
EASTLAND
ERATH
SOMERVELL
NAVARRO
CHEROKEE
SHELBY
EL PASO
LOVING
WINKLER
ECTOR
MIDLAND
GLASSCOCK
STERLING
COKE
RUNNELS
COLEMAN
BROWN
COMANCHE
BOSQUE
HILL
FREESTONE
ANDERSON
NACOGDOCHES
HUDSPETH
CULBERSON
WARD
CRANE
UPTON
REAGAN
IRION
TOM GREEN
CONCHO
McCULLOCH
MILLS
HAMILTON
CORYELL
McLENNAN
LIMESTONE
LEON
HOUSTON
ANGELINA
SAN AUGUSTINE
SABINE
REEVES
SAN SABA
LAMPASAS
BELL
FALLS
ROBERTSON
MADISON
TRINITY
POLK
TYLER
JASPER
NEWTON
JEFF DAVIS
PECOS
CROCKETT
SCHLEICHER
MENARD
MASON
LLANO
BURNET
WILLIAMSON
MILAM
BRAZOS
GRIMES
WALKER
SAN JACINTO
HARDIN
SUTTON
KIMBLE
GILLESPIE
BLANCO
TRAVIS
LEE
BURLESON
WASHINGTON
MONTGOMERY
LIBERTY
ORANGE
JEFFERSON
PRESIDIO
BREWSTER
TERRELL
VAL VERDE
EDWARDS
KERR
KENDALL
HAYS
BASTROP
AUSTIN
WALLER
HARRIS
CHAMBERS
REAL
BANDERA
COMAL
CALDWELL
FAYETTE
COLORADO
FORT BEND
GALVESTON
KINNEY
UVALDE
MEDINA
BEXAR
GUADALUPE
GONZALES
LAVACA
WHARTON
BRAZORIA
WILSON
DEWITT
JACKSON
MATAGORDA
ZAVALA
FRIO
ATASCOSA
KARNES
GOLIAD
VICTORIA
CALHOUN
MAVERICK
DIMMIT
LA SALLE
Mc MULLEN
LIVE OAK
BEE
REFUGIO
SAN PATRICIO
ARANSAS
WEBB
DUVAL
JIM WELLS
NUECES
KLEBERG
ZAPATA
JIM HOGG
BROOKS
KENEDY
STARR
HIDALGO
WILLACY
CAMERON
● "Complete" Migrant Programs
▲ "Modified" Migrant Programs
■ MCEP
◆ Demonstration School

PROGRAM DESCRIPTIONS

Educational Programs for Migratory Children

During the 1966-67 school year 40 school districts provided special programs for migrant children. Although each of the districts formulated programs to meet the needs of children in its own community, two basic modes of operation characterized the programs.

Twenty of the school districts operated "complete" program which had the following characteristics:

- six month, 131 day school year
- eight hour school day
- in grades 3-8, a minimum of 1,048 hours of instruction were offered
- in grades 1-2, a minimum of 780 hours of instruction were offered
- children were in self-contained classrooms either on a separate or regular school campus
- teachers and other Project personnel were compensated on a nine-month salary since the number of work hours in the six-month program is the same as in the regular nine-month program
- Project schools were permitted to adopt and use all state adopted textbooks for any subject at any level
- English language arts was given priority in the instructional program with special emphasis on expansion of oral vocabulary and expression
- corrective and special services personnel were employed
- the peak load of attendance in Project schools was used for computing teacher allocation under the State Minimum Foundation Program

Special provisions were made for students arriving in the communities before the special migrant programs were to begin by forming multiple graded holding classes. These classes were only partially instructional because of the range of age and grade levels in a single class. The main objectives were to assist in the establishment of attendance patterns and to provide enrichment activities for the children.

The other 20 districts had "modified" programs with the following characteristics:

- school session was the regular nine month period
- school day lasted for the regular seven hour day plus one extra hour of instruction whenever possible
- school year consisted of 175 days
- grades 3-8 were offered 1,050 hours of instruction
- grades 1-2 were offered 788 hours of instruction
- an extended day program, consisting of one additional hour added to each regular school day, was provided for the instruction of migrant children
- migrant children were in classrooms with other migrants only, or with non-migrants on the regular school campus
- teachers and other personnel were compensated beyond the regular salary for work in extended day programs
- schools were permitted to use only the textbooks approved by the local school board
- English language arts was given priority during the extended day with emphasis on expansion of oral vocabulary and expression
- corrective and special services personnel were employed
- teacher allocations were made according to the State Minimum Foundation Formulas

Table 1 on the following page shows the districts participating, along with number of years in the Project, grades involved, number of campuses, and number of students.

DISTRICTS PARTICIPATING IN MIGRANT PROJECTS

TABLE 1

School District	No. Yrs. in Project	Grades Involved	No. Of Campuses	No. of Students+	Opening Date	Closing Date
*Alton	2	1-6	1	142	10-19-66	4-28-67
Brownsville	2	1-9	1	572	11- 1-66	5- 8-67
*Callallen	2	1-9	5	71	9- 1-66	5-26-67
*Carrizo Springs	2	1-8	7	476	8-30-66	5-19-67
Cotulla	2	1-9	3	300	11- 1-66	5-19-67
Crystal City	2	1-8	3	998	10-17-66	4-26-67
*Del Rio	2	1-6	3	218	8-31-66	5-26-67
Donna	2	1-6	8	1,376	10-31-66	5-10-67
Eagle Pass	2	1-9	8	789	10-10-66	4-28-67
Edcouch-Elsa	2	1-9	5	562	11- 1-66	5-12-67
Edinburg	4	1-6	12	1,020	10-31-66	5-11-67
*El Campo	2	1-8	2	40	9- 1-66	6- 8-67
*Gregory Portland	2	1-9	3	83	11- 1-66	7-31-67
Harlingen	3	1-6	3	796	10-17-66	4-28-67
*Hereford	1	1-8	7	548	8-29-66	5-27-67
*Hidalgo County	2	1-9	4	228	11- 1-66	5-17-67
*Hidalgo ISD	2	1-9	1	458	10-10-66	5-19-67
Laredo	2	1-6	2	450	10-31-66	4-28-67
*Lasara	2	1-8	1	60	9- 6-66	5-29-67
McAllen	4	1-9	1	941	10-31-66	5-12-67
Mercedes	3	1-9	8	1,445	10-31-66	5-10-67
Mission	2	1-6	3	656	10-31-66	5-12-67
P.S.J.A.	4	1-9	10	1,928	10-31-66	5-11-67
*Plainview	2	1-6	2	91	9- 1-66	5-24-67
Poteet	2	1-9	3	176	10-31-66	5-24-67
Raymondville	3	1-6	3	445	10-31-66	5-12-67
Rio Grande City	3	1-8	9	534	10-31-66	5-11-67
*Riverside	2	1-6	3	218	10-17-66	4-27-67
Robstown	3	1-9	1	800	10-31-66	5-11-67
*Roma	2	1-8	2	650	10-31-66	5-19-67
San Benito	4	1-9	2	610	11-22-66	5-26-67
*San Felipe	2	1-6	4	382	8-31-66	5-25-67
*San Marcos	2	1-9	2	36	1- 9-67	3-31-67
Santa Rosa	2	1-9	1	150	11- 7-66	5-18-67
*Sinton	2	1-7	6	335	9- 6-66	5-26-67
*So. San Antonio	1	1-8	8	288	1- 9-67	3-31-67
*United Cons.	2	1-9	4	136	10- 1-66	5-22-67
*Uvalde	1	1-8	2	202	8-29-66	5-19-67
*Waelder	2	1-9	2	32	9- 1-66	5-26-67
Weslaco	4	1-9	8	814	9- 1-66	5-26-67

* modified programs

+ estimate of students as stated on project proposal

Migrant Compensatory Education Project

The Migrant Compensatory Education Project is a multiple agency project designed for the education of junior and senior high school migrant children. With the use of funds from the Office of Economic Opportunity, the Department of Health, Education and Welfare, and local agencies, an attempt is being made to keep an experimental group of migrant children, together with their parents, out of the migrant stream. The entire Project involves 1,000 children in Texas, Florida, and California. The Texas portion of the Project, involving 333 children, is being carried out in Laredo and Rio Grande City.

A full description and progress report of this project will be made in a separate report.

Texas Migrant Interstate Cooperation Project

During the summer of 1967, 24 teachers for Texas schools were sent to 18 different cooperating states. These visits were designed to:

- have available in the participating states teachers with experience in teaching of Texas migrant children
- share information necessary to the understanding of the problems of teaching Texas migrant children
- develop a better system of record transfer among migrant schools
- improve teaching techniques used in the instruction of migrant children
- encourage school participation of Texas migrants when they are in other states
- promote, especially among participating Texas teachers, a relization of the problems faced by school age migrant children during the migrant cycle

A full description and an evaluation of the program will be made as a separate report.

Texas Project for the Education of Migrant Children: In-service and Dissemination

Recognizing the need for in-service training and the dissemination of promising materials, methods and equipment, the Migrant and Preschool section of the Division of Compensatory Education provided a vigorous program of workshops, symposiums, and consultations for professional, para-professional, supervising, and administrative personnel. These in-service experiences were designed to:

- acquaint migrant school personnel with promising and successful activities in education of migrants and to exchange ideas and information
- bring about changes in teacher attitude toward the child who may not be average middle class English speaking
- develop means of improving effective classroom activities and of eradicating ineffective ones
- effect improvements in the Project through an improvement of evaluation

The outstanding workshop of the year was in McAllen during October 1966. This workshop is reported in more detail in the section of this report dealing with personnel.

The professional staff of the Migrant and Preschool Section, composed of Program Director, three program consultants, one budget consultant, one administrative consultant, and one evaluation consultant, provided leadership for the in-service program.

Interstate dissemination of information about all aspects of the Texas Project for the Education of Migrant Children was done mainly through printed materials which were sent to other states and personal contact of the TPEMC staff with out-of-state personnel. Copies of the 1965-66 Evaluation Report of the Project were sent to each of the states that participated in the Interstate Project in the summer of 1966. The Texas teachers who represented the TPEMC in the other states informed state officials, agencies that sponsored programs for migrants, and local school personnel about the Texas Project for the Education of Migrant Children. These teachers had taken with them curriculum guides and other teaching materials which they found useful in teaching migrant children. Weekly reports from the Interstate teachers were submitted to the Texas Education Agency Migrant Staff. The reports included ideas and techniques for teaching migrants along with resumés of the types of programs that they found were made avialable to migrant children in that state.

The out-of-state visitors who are concerned with programs for migrants in their own states (seven from Oregon, two from California, one from Florida, one from Montana, and several from Washington D. C.) have been hosted by the TPEMC staff and given opportunities to visit Project schools and discuss the possibilities for better coordination between the home and stream states. Interstate meetings concerned with migrant topics have been attended by TPEMC staff who have participated in planning and sharing of ideas about such cooperative projects as:

- Coordination of curriculum
- Transfer of school records
- Exchange of teachers
- Training of personnel
- Data collection
- Evaluation techniques and materials

Dissemination of information among Project schools takes place mainly through the TPEMC consultants who visit the schools periodically and through the interaction of Project personnel from the 40 districts. The consultants carry materials and information as they travel from school to school. If a school is found to have an exemplary program or activity, they suggest that the other Project schools visit the exemplary project. Project personnel meet often at in-service meetings, workshops, area or subject consultations, or visits to other Project schools which offer opportunities for informal discussion and dissemination. The interstate teachers have served as a source of information concerning the migrant situation in the states they have visited. They have shared their experiences with their fellow teachers and with personnel throughout the Project.

Product evaluation of the Project is directed by the TPEMC on an annual basis. Each school district conducts its own process evaluation throughout the year. The assistance of program consultants is available upon request. Forms for the uniform annual evaluation are sent to each school and upon completion of the annual report, the Evaluation Section of the Division of Compensatory Education sends each school copies of the report. Guidelines for record keeping and data collection are sent to each district early in the school year so that information can be gathered for a pre and post evaluation design. Other program and evaluation materials for participating schools are available upon request from the Texas Education Agency. These include bibliographies of tests and subject area materials. Most of the dissemination, however, results from personal contact.

Summer Institutes for Teachers, Aides and Administrators of Migrant Children

The broad objective of this program was to train teachers, aides, and administrators to meet the special needs, both emotional and intellectual, of children enrolled in the schools participating in the Texas Project for the Education of Migrant Children. The Institutes were conducted on the campuses of Pan American College, Edinburg and Texas A & I University at Kingsville. Pan American provided educational experiences for 67 teachers and 50 teacher aides. The teachers attended six weeks and the aides twelve. The Texas A & I program provided training for 90 teachers for six weeks, 50 aides for 12 weeks, and a special group of 35 supervisors, administrators, and selected teachers for six weeks.

The programs included lectures, demonstrations, seminars, library projects, lesson preparation, teaching assignments, and intensive programed laboratory experiences. A more complete description and evaluation of the Institutes will be found on pages 47-51 of this reports.

Demonstration School for the Education of Children of Migrant Farm Workers

The Demonstration School is a part of the McAllen Independent School District. Participants in the School include the Southwest Educational Development Laboratory, the Region I Educational Service Center, Pan American College, the Research and Development Center of the University of Texas, and the Texas Education Agency. The Demonstration School was established to accomplish the following objectives:

1) To develop materials in areas in which materials are not now available
2) To collect and develop supportive audio-visual materials
3) To provide a planned teacher in-service training program that is based on classroom observation
4) To establish a systematic training program for teacher aides
5) To develop an exemplary learning center for other migrant schools
6) To learn how migrant children can be most effectively taught
7) To develop more effective ways of using special service personnel
8) To provide a school campus for visiting districts having similar problems
9) To serve as a model Texas Project for the Education of Migrant Children school for out of state visitors
10) To survey existing materials that may be effective in teaching migrant children

The only operational features of the program during FY 1967 were the survey of existing materials available for teaching migrant children and extensive remodeling being done at Central Elementary School, McAllen, to accomodate the Demonstration School. Rooms in the Demonstration School are being equipped with one way glass allowing visitors and evaluators to observe without the usual interruptions to working children. Title I (Migrant Amendment) ESEA funds for this project total $108,000.

During the summer of 1967, evaluators were employed to survey materials available for the teaching of three and four year olds. Emphasis was placed upon the use of materials that would increase the child's ability to express himself. Other materials used in regular kindergarten programs were studied.

Because of the limited background of experience of the migrant child and the need of all three and four year old children to explore the world around them, the following types of materials are suggested for the project:

- Exploring Interpersonal Relations: Housekeeping, Dolls and Doll Play, Doll House Play, Store Play, Dressing Up, Puppets, and Play Therapy.
- Exploring the Community: Giant Building Blocks, Unit Block Building, Sculptured Toys, Play People, Animals, Wheels and Keels, Jumbo Transportation Toys, Minature Toys, and Community Building.
- Exploring the Physical Properties of Things: Sensory Aids, Manipulative Project, Building and Construction Toys, Puzzles, Discover Magnification, Discover Reflection and Sound, Discover Physical Phenomena, Discover Living Things.
- Counting and Measuring: Number Readiness, Number Patterns, Arithmetic Processes, Quality Relations, Comparison and Measurements, Time and Temperature, Space Relations, Weights and Measures.
- A Child's Way of Communicating: Painting, Clay and Craft Work, Rhythm Instruments, Music Instruments, Language Arts, Matching and Sequence, Language Arts, Story Telling and Perception.

- **Physical Growth:** Equipment for Toddlers, Wood Climbing Equipment, Metal Climbers, Playground Accessories, Activity on Wheels, City Builder Wheel Toys, Sand and Water Play, Physical Education and Games Heavy Playground Equipment.
- **Researching the Learning Enrivonment:** Stacking Chairs, Flexibility in Tables, Aluminum Rest Cots, Mobile Storage Units, Posters and Murals, Cabinets of Play for Part-Time Centers, Books for Teachers, Parent Education.

Bibliographies, equipment lists, and materials recommendations based on findings will be furnished to agencies interested in migrant education.

STATE OPERATIONS AND SERVICES

State Department Staffing Arrangements

The Title I migrant program in Texas was administered by the staff of the Migrant and Preschool Section of the Division of Compensatory Education of the Texas Education Agency. That staff was comprised of the Program Director, three Program Consultants, one Budget Consultant, one Administrative Consultant (in charge of MCEP and Interstate programs), and one Evaluation Consultant. The Title I field representatives of the Division of Compensatory Education also assisted the Migrant Project Staff.

State Department Services

The staff of the Migrant and Preschool Section worked very close with individual school districts in planning, implementing and evaluating the programs. The director, consultants, and field representatives assisted each school in the planning of a project, writing of the proposal, and preparation of the budget. This type of assistance was especially necessary during 1966-67 when the Project was funded by OEO Title III B, Title I ESEA, and State Minimum Foundation. The bookkeeping and budget amendment demands were complex and time consuming and every school required extensive services from the Texas Education Agency consultants and auditors.

State Efforts Toward Interstate Cooperation

One phase of the total Title I migrant program is the Texas Migrant Interstate Cooperation Project. This project provides for the sending of Texas teachers, experienced in working with migrants, to other states during the summer months for the purpose of observing and working with teachers in summer Migrant Projects. The results of this project seem to have been very successful. (See "Evaluation of Texas Migrant Interstate Cooperation Project - Summer 1967" by the Texas Education Agency, Evaluation Section.)

Problem Areas in Program Implementation

Few problems were encountered in the implementation of a Title I Migrant Program in Texas for 1966-67 largely due to the pre-existance of a program since 1963. In that year the State Board of Education instituted the Texas Project for Education of Migrant Children funded through the Minimum Foundation Program. Additional funding was provided by the United State Office of Economic Opportunity at the end of the second year and Title I ESEA simply provided additional funding to this already existant program.

INTERRELATIONSHIP WITH OTHER PROGRAMS

Title I ESEA

Surveys conducted to establish eligibility for regular Title I funds revealed such a high incidence of economic and educational deprivation among migrant children that all were declared eligible for services under Title I.

The great needs of these children demanded the most efficient coordination of any and all funds available to the school district for use with migrant children. The resulting programs offered migrant children the broadest services possible through careful planning and thorough knowledge of migrant children's needs. Some specific examples of coordination were:

Santa Rosa Independent School District

The classroom teachers for this complete migrant program were employed through migrant funds while the aides (one per classroom) and portable classrooms were acquired through Title I.

Uvalde Independent School District

In this modified program, the visiting teachers, social workers and school nurses, employed with Title I funds served the migrant children.

Harlingen Independent School District

"One of the greatest assets to our migrant project is the portable building purchased with Title I funds. This building is being used as a library."

San Benito Independent School District

"A curriculum materials center set up with Title I funds contains a professional library, equipment and supplies and work room, all of which are available to teachers in the migrant school".

Edinburg Independent School District

"A Spanish Language Arts Program -- Teaching Spanish for 30 minutes a day to develop hearing and vocal skills. Reading readiness in the language migrant children know is to be used as a bridge to English."

Edcouch-Elsa Independent School District

A program of free English movies at night to help children with English is supported by Title I.

Del Rio Independent School District

"Through Title I in-service each teacher of migrant pupils has been exposed to English as a Second Language teaching techniques."

Crystal City Independent School District

A Saturday preschool program is sponsored for migrant children with Title I funds.

In addition to the above examples, in every district some lunches or snacks for migrant children were paid for through regular Title I funds. Innumerable school supplies, clothing and health services through Title I also supplemented the migrant funds.

Other Federal Programs

Federal Programs other than Title I that contributed to migrant education are as follows:

1. Title II, ESEA, was used in each participating school district to purchase library books.
2. Title III, NDEA, was used in several school districts to purchase needed equipment for science and social studies programs.
3. Title V, NDEA provided materials for one counselor serving migrant children.
4. The Neighborhood Youth Corps has enabled many migrant students to remain in school through part-time work opportunities. All students in the MCEP Program are employed by NYC.

5. Head Start has provided both long term and summer preschool experiences in several project districts.
6. The Adult Migrant Program provided an opportunity for migrant parents to learn skills that will enable them to secure permanent jobs.

In addition to the above aid to migrants, county health clinics, county welfare agencies and some church-related activities give limited assistance to migrants while they are in residence in Texas.

Community Agencies

Several Community Agencies and organizations contributed health and welfare services to migrant children. Table 2 shows the community agency providing services, types of services provided, and number of children served.

TABLE 2

SERVICES PROVIDED BY COMMUNITY AGENCIES

Community Agency	Services Provided	Number of Children Served
City-County Health Departments and Clinics	Immunizations; T.B. tests and follow-ups; medical, dental, and hearing care; hospital fees; free doctor for extremely needy cases; follow-up on children with heart murmurs; transportation; surplus commodities; psychiatric evaluation; cerebral palsy evaluation; and counseling the family of an abused child.	4,816
State Health Dept. (Especially Crippled Children Division)	Heart evaluation and surgery; orthopedic evaluation; plastic surgery; dental surveys; T.B. skin tests and follow-ups; immunizations; leg braces; speech therapy; physical-therapy; orthopedic evaluation	3,566
Department of Public Welfare	Monitary and medical aid; A.F.D.C.	360
State Commission for the Blind	Eye surgery	3
Texas Employment Commission	Showed films discouraging dropping out	120
T.B. Association	Film and lecture material on T.B.C. detection	525
Surplus Commodity Food Program	Ten pounds of food for each person in a family determined to be in need	469
Army Surplus	Clothing and bedding	150
Hospitals and Physicians	Medicals; X-ray follow-up for positive T.B. skin test; heart clinic; consultative services; office visits	58
Community Service Organizations (Local)	Utilities; safety demonstrations; milk; hot evening meal; groceries; clothes	468
Beta Sigma Phi	Christmas baskets; picnic; shoes; clothing and household goods	330
Jaycees	Milk; clothing; assistance to the blind; housing	112
Lions Clubs	Money for needy families; eye examinations; glasses	67

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TABLE 2 continued

Community Agency	Services Provided	Number of Children Served
Kiwanis Clubs	Milk; glasses	50
Churches	Baskets of groceries; clothing; transportation; housing; Christmas; shoes; medical aid	523
Salvation Army	Purchase of drugs; financial assistance; milk; shoes	28
Local Teachers, PTA, and Student Councils	Clothing; food; utilities; shoes	120
Barber College	Hair cuts	30
Private Citizens and Businesses	Repair glasses; lunch money; funeral expenses; milk; rebuilt burned home; films; demonstrations	898

Community and Parental Involvement

Schools in the Project placed a great deal of emphasis upon the involvement of parents and community leaders in the education of migrant children. They believed that from involvement comes understanding and from understanding comes acceptance.

The Local Advisory Committee was one approach to parental and community involvement. The committee, initiated in the Project in 1965-66, was required by the Office of Economic Opportunity grant contract. One third of the committee membership was to be migrant parents. The remainder was school personnel and community representatives. The purpose of the committee was to review the migrant program and make recommendations for modification and improvement.

Evaluation of the Local Advisory Committee functions in 1965-66 suggested changes in its role for 1966-67. The membership of the committee remained the same. Emphasis was shifted from the committee's advisory capacity to its liaison role between the Project and the school and community. This had been its area of greatest success in 1965-66. Also, the name of the committee was changed to School Community Committee.

Table 3 lists the membership of the committee for 1966-67.

TABLE 3

MEMBERSHIP OF SCHOOL-COMMUNITY COMMITTEES

Number of Committees	Total Number of Members	Number of Migrant Mbrs.	Per-cent	Number non-Migrant Mbrs.	Per-cent	Average Number of Meetings
40	557	174	31.2	383	68.8	5

Because not all committees functioned exactly alike, degrees of success varied. While a few committees limited activities to speakers and officer elections, most of them took an active part in the school program. Three committees sent their members into the homes of other parents to encourage their interest in the school program. At the urging of committees several communities began adult evening classes. These classes attracted many parents who wished to become literate or learn such skills as sewing, carpentry, or homemaking. In some of the sewing classes the clothing made was given to needy migrant children.

Perhaps the most significant improvement of the committees this year was that few migrant parents, elected to serve as members, resigned or became inactive. During 1965-66, nearly every set of minutes recorded a resignation and replacement of a migrant member. In 1966-67, there were four migrants who served as presidents, seven served as vice-presidents.

Home visitation by various school personnel was another approach to parental involvement which met with considerable success. Table 4 shows the frequency of visits by school personnel in migrant homes.

TABLE 4

HOME VISITATION

Nurse	7,435
Visiting Teacher	6,097
Social Worker	5,961
Classroom Teacher	2,301
Counselor	165
Principal	1,026
Attendance Officer	3,247
Aides	2,990
Other	217
TOTAL	29,272 *

* 5,721 of these visits (20%) were made by personnel in modified programs.

Home visits were made primarily to promote attendance or to check absences. There was also a need to encourage follow-ups on the medical and dental examinations given the students. Information was given as to why medical attention was needed and of what it consisted. General counseling with parents, explanation of school policies, health education, and acquiring signatures and records were among the other accomplishments of the home visits. One school found that visits made just to show the school's interest in parents were very helpful.

In addition to the approaches mentioned above, migrant parents were involved in the school program in the following ways:

- Migrant parents were asked to help in specific school functions, making costumes, refreshments, scenery, and chaperoning.
- Attendance at athletic avents in which their children participated (Especially softball and track) was encouraged. Many classrooms held open house activities for the parents.
- Parents were asked to accompany their children on field trips, to clinics, and to purchase clothing. They were also included in conferences for school personnel.
- Many of the aides hired to assist classroom teachers were migrants.

From the local evaluation reports submitted, observations of the State Education Agency, and informal written and verbal reports from local school personnel, some conclusions can be drawn about approaches which seemed to be most effective for parental involvement.

1. Short, carefully planned, informal group meetings are more successful than long, rambling, formal ones.
2. The personal contact is most effective for convincing migrant parents that the school cares about their children.
3. Bilingual persons from similar socio-economic groups establish rapport quickly with the parents.

4. Home visitors with a broad knowledge of sources of aid for the entire family are welcomed by migrants. The migrants are often ignorant of available help.

An example from one school district illustrates one approach to parental involvement.

> **EXAMPLE**: This year instead of asking the parents to come to the school and attend a PTA meeting, Mr. ______ (social worker) and I decided to conduct the meeting in their own neighborhood. We are fortunate to have had a good response. The parents have reacted very favorably to our ideas by cooperating with us to meet their children's needs.
>
> In particular, the _________ family, after having attended one of our meetings have improved their household tremendously. Last year they were furnished a fine, clean frame house with low rent by one of our local churches. They lived there about three or four months but were forced to move because they couldn't keep the place clean.
>
> At the night of the meeting, which was held across the street from their house, I stressed and emphasized the importance of cleanliness and good environmental conditions in the home and around the home and how these contributing factors affect the children in the school. While I was stressing these points, I noticed Mr. ______ was especially attentive.
>
> As the end result, after making a home visit a week later, the _________ family have sent their children clean to school, their house is very clean, and the lady was even planting flowers around the house.
>
> Now their children are more alert in school and have a proud look on their faces.

PARTICIPANTS
EDUCATIONAL PROGRAMS FOR MIGRANT CHILDREN

Public Schools

Average Membership. During the 1966-67 school year 11,787 migrant children were enrolled in complete and 4,979 in modified programs for the education of migrant children.

The student membership of Project schools continued to fluctuate for 1966-67, both in time and number. Figures B , C , and D , present the average membership for all grades by school and reporting period. Weather conditions, availability of work, and place of migration determined the date of return to home base and produced great variability among the schools in periods of peak enrollment. This mobility made planning difficult for schools since they did not know how many students to expect. In the case of district O, the migrants returned especially early so their migrant program was begun on October 23 -- earlier than any other complete program. Moreover, district O had lost only about 1/3 of its membership by their closing date.

Generally, in all districts, the time of greatest stability in membership was between the second and fifth reporting period i.e., during the three middle reporting periods. The peaks occurred in varying size between December and March, but with most of them centered around January and February. While some districts had as many or more students on closing day as they had on opening day (Districts A, E, J, G, F, H, M, P), a few districts had lost most of their membership by the last marking period (Districts D,L, K, and I). The remaining districts had a more constant membership pattern. Most of the children who were in school at the beginning were still enrolled when the school year closed. In every district there was great turnover with some students present in the first three periods, others attending during the last three periods, and still others enrolling, withdrawing and reentering several times during the course of the school year. One encouraging indication of the Project's success is that the five districts that entered the Project four years ago display the greatest stability of membership of all the complete programs. In four of the five districts, most of the students had enrolled by the second reporting period and did not begin to leave until the end of the fifth reporting period. This trend is probably due to the existence of educational and vocational programs for adult migrants which the parents could attend. Families where both parents and children were in school tended to come back early and leave late so they could all finish.

Local school personnel reported that the attendance of individual migrant children in the Project has been rising each year. This trend is somewhat obscured in group attendance data because of the late entrance of some students and the early departure of others. Nevertheless in only two school districts participating in 1966-67, was the percent of daily attendance of migrant children less than 90% (89% in both cases). This compares favorably with the regular school programs. The average attendance by grade and complete program is summarized in Table 5. The school districts that have been in the Project longest, consistently had highest attendance. This is to be expected since they have had more experience with the Project and have had the students longer. In fact, the students who began school in the Project have never known another program. In addition, many parents who at first declined to have their children to to Project schools, have now seen their value and have asked to have their children attend them.

The lower grades generally had higher attendance than the upper grades. Children at that level have not fallen behind yet and the parents insist that the younger children attend while older ones are permitted to choose between school and jobs. It is to the credit of the Project that where the upper grades (7-9) were included in the Project, the attendance in all but four grades averaged more than 90% in attendance.

TABLE 5

AVERAGE DAILY ATTENDANCE FOR COMPLETE PROGRAMS
1966-67

		Grade								
District	ADA	1	2	3	4	5	6	7	8	9
	Average	%	%	%	%	%	%	%	%	%
A	94.52	93.82	95.09	95.11			94.05			
B	93.33	91.52	94.56	94.27	95.26	93.51	93.12	91.59	92.79	
C	93.72	92.24	94.03	94.49	94.35	92.49	92.56	94.06	94.24	95.03
D	95.59	97.00	97.87	97.65	97.95	97.84	96.64	92.93	90.72	91.72
E	95.03	94.98	92.10	95.59	95.29	95.88	95.95	94.07	96.37	
F	90.65	88.09	90.51	91.56	93.87	88.22	91.65			
G	94.58	93.84	95.93	93.97	95.46	95.51	94.36	93.49	94.04	
H	94.13	93.18	95.17	94.29	95.90	94.96	91.30			
I	88.97	88.50	90.43	87.86	88.79	89.66	89.81	90.10	86.62	
J	93.32	92.32	94.98	92.30	95.98	95.05	93.56	91.94	90.46	
K	96.46	94.31	96.24	97.11	97.64	96.78	96.53	96.72	96.35	
L	93.21	91.50	93.03	93.14	93.91	94.90	91.78	95.42	93.79	90.40
M	92.46	93.64	93.17	93.11	94.79	91.89	92.18	91.86	89.06	
N	93.50	90.98	93.58	94.95	92.85	93.57	95.08			
O	92.67	90.90	91.66	93.12	92.68	93.02	93.17	93.94	92.86	
P	92.72	94.13	96.00	94.16	93.09	93.98	92.02	91.12	88.24	
Q	88.79	87.08	89.48	88.92	91.40	86.43	89.42			
R	93.91	89.21	93.26	91.96	94.05	95.56	95.92	95.82	95.53	
S	91.33	88.46	92.17	91.34	93.50	90.27	92.84	90.51	91.53	
T	94.41	94.48	96.31	90.55	98.35	94.77	92.02			
Average ADA %	93.17	92.01	93.78	93.27	94.48	93.33	93.25	93.11	92.33	92.38

FIGURE B AVERAGE MEMBERSHIP FOR ALL GRADES COMBINED BY REPORTING PERIOD

1966-67 Complete Programs

Districts entering 1963-64

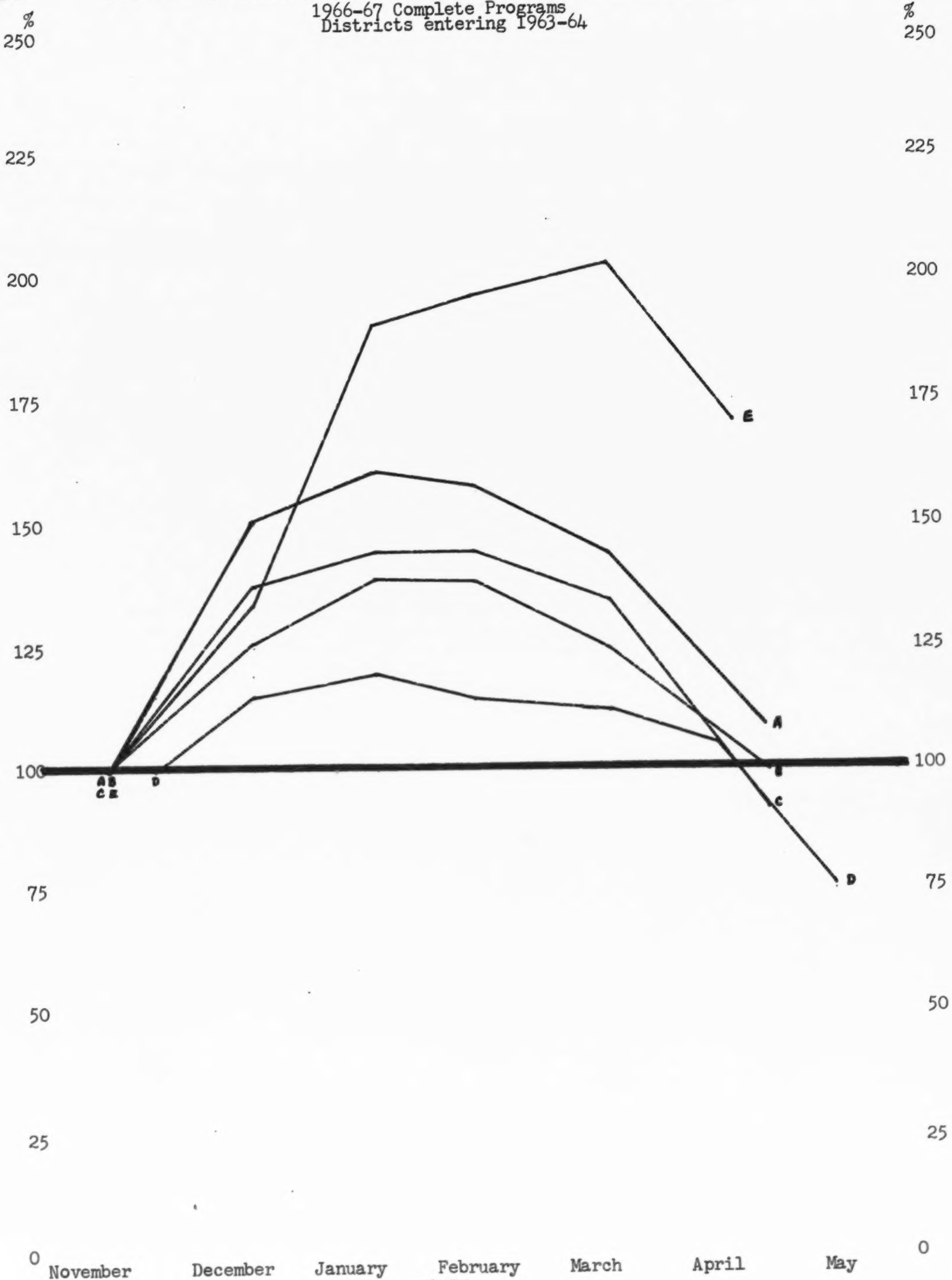

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FIGURE C AVERAGE MEMBERSHIP FOR ALL GRADES COMBINED BY REPORTING PERIOD
1966-67 Complete Programs
Districts entering 1964-65

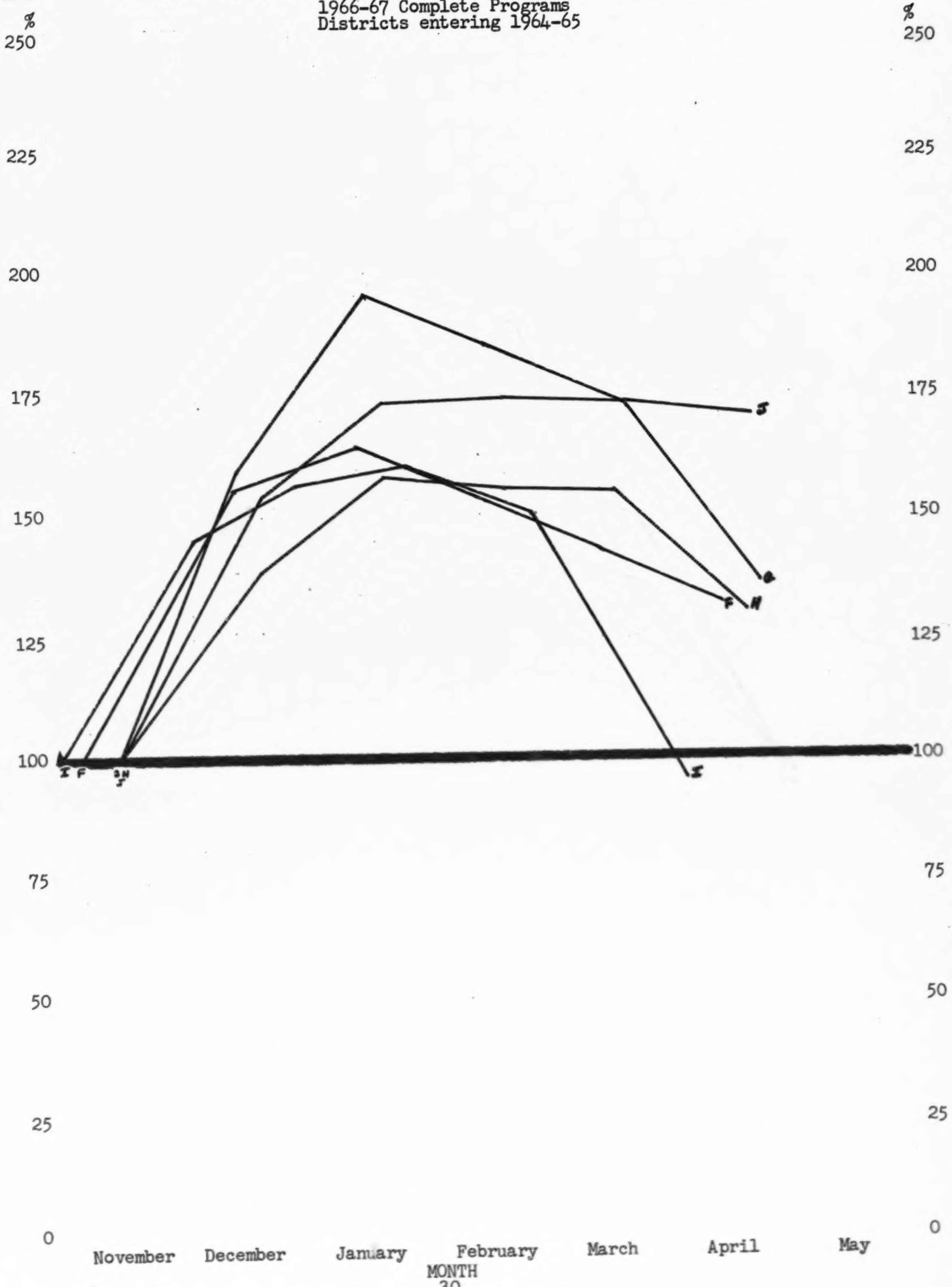

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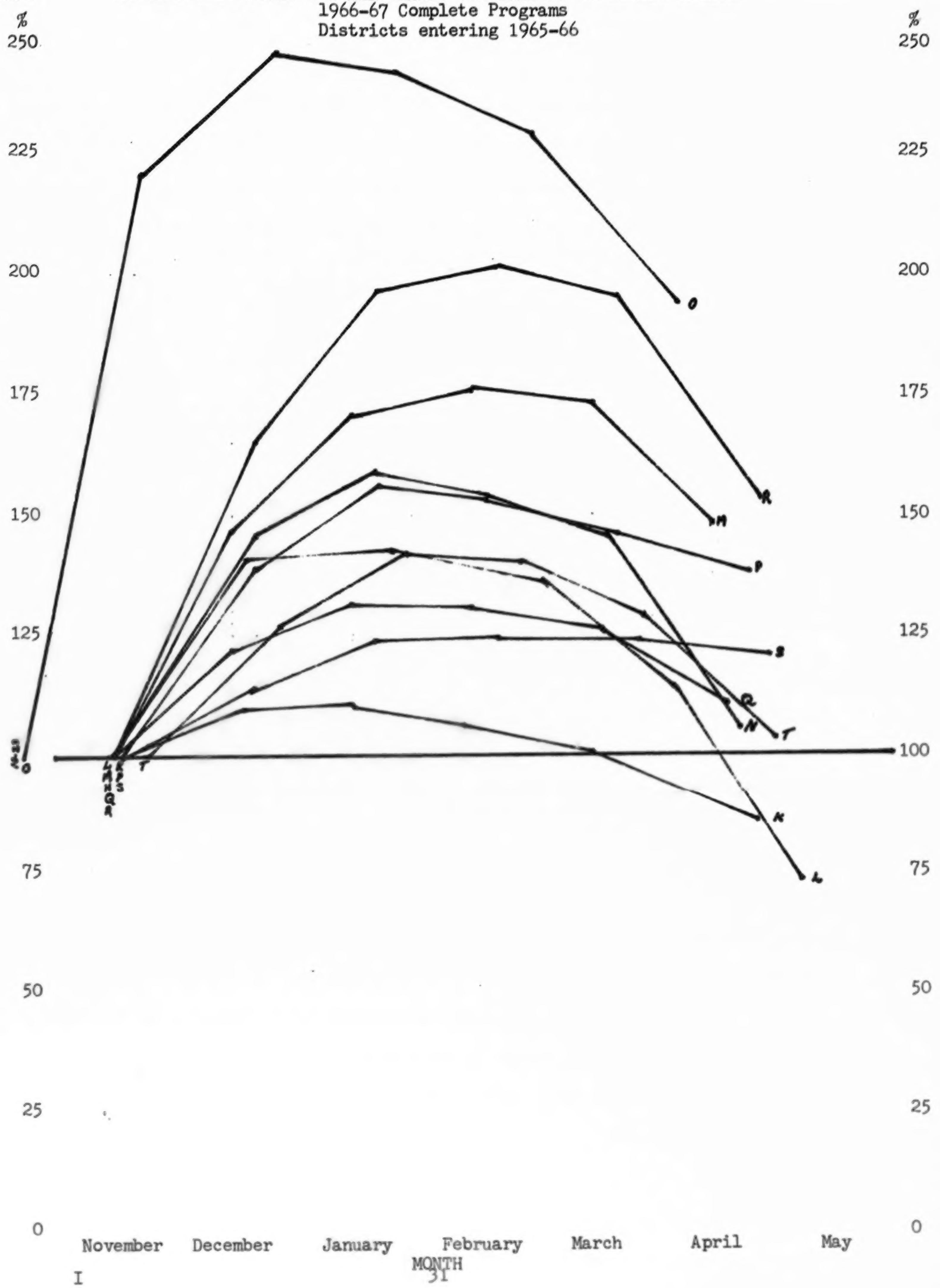
FIGURE D AVERAGE MEMBERSHIP FOR ALL GRADES COMBINED BY REPORTING PERIOD
1966-67 Complete Programs
Districts entering 1965-66



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Age-Grade Distribution

The age-grade distribution for the complete programs is presented in Table 6 These data were compiled from original entries as coded in the official enrollment records of the districts. An expansion of these data is presented on pages 52-76 of this report under the heading of Program Effectiveness.

AGE-GRADE DISTRIBUTION FOR COMPLETE PROGRAMS

TABLE 6

1966-1967

Grade	Grade Age	One Year Above	At Age's Grade	One Year Behind	Two Years Behind	Three Years Behind
1st	6-7		1,934	325	146	103
2nd	7-8	7	894	362	149	119
3rd	8-9	2	664	370	216	188
4th	9-10	3	609	352	228	189
5th	10-11	3	513	366	223	181
6th	11-12	4	468	406	229	147
7th	12-13	3	379	313	184	74
8th	13-14	3	289	261	141	43
Totals		25	5,750	2,755	1,516	1,044
Percentages			52.1%	24.8%	13.7%	9.4%

Family Size and Income

A survey was conducted by the Migrant and Preschool Section of the Division of Compensatory Education, among the complete programs in the Project, in the Fall of 1966, concerning migrant family income and size. Eighteen of the 20 school districts with 10,404 children in the Project responded to the survey. The results were as follows:

TABLE 7

NUMBER AND PERCENT OF CHILDREN BY INCOME
Eighteen Complete Programs

$0 - 1500		$1,501 - 3,000		$3,001 - 4,500		$4,501 - 5,001		Totals	
No.	%	No.	%	No.	%	No.	%	No.	%
3,241	31.2	5,288	50.8	1,562	15.0	313	3.0	10,404	100

Eighty-two percent of the children came from families that earn $3,000 or less annually, i.e., they fell below the poverty level. Only three percent of the families earned $4,500 or more.

NUMBER AND PERCENT OF CHILDREN BY FAMILY SIZE
Eighteen Complete Programs

TABLE 8

No. Children
in Family

1		2 to 5		6 to 8		9 to 11		12 and up		TOTAL	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
595	5.4	4,496	40.9	3,561	32.4	1,719	15.7	622	5.7	10,993	100

Almost 3/4 of the children (73.3%) came from families having between two and eight children making apparent the poverty these children endure in a situation of a family income that averages less than $3,000.

Most Pressing Educational Needs

The greatest need in the Texas Project for the Education of Migrant Children is for qualified teachers thoroughly trained in:

- newest techniques of non-graded individualized instruction
- current methodology for instruction of children whose first language is Spanish
- optimum use of classroom aides
- early childhood growth and development including psychology, sociology, anthropology, and mental health.

Although steps in this direction have been taken through institutes, workshops and meetings to train teachers in these areas, the need is still very great. The emphasis on in-service is the result of the conviction that unless the classroom teachers are knowledgeable in the above areas and implement the knowledge daily in their teaching, no change can be expected to occur in the children they are teaching.

Another major problem was the lack of regular and special classroom space in many of the migrant programs. Especially in the case of complete programs where migrant children were in classrooms apart from the regular school program, additional buildings and classrooms were badly needed. Special centers such as careterias, gymnasiums, laboratories, and workshops would greatly strengthen the Project.

A great need coming more and more into focus is the need for preschool experiences. Most migrant children are both economically and educationally deprived. Moreover, their problem is compounded by a very scant knowledge (if any) of English. The state sponsored Preschool Instructional Program for Non-English Speaking Children has achieved great success in enabling children to perform better in school not only in the first grade but in subsequent grades as well, through the concentrated instruction in the use of English that is offered in this program. However, preschool is not yet a part of every school system in Texas. Only the districts that could afford such programs through local resources were able to offer preschool and/or kindergarten to their four and five year old children, prior to Title I, ESEA and Head Start through the Office of Economic Opportunity. Most migrant children have not had the opportunity to participate in preschool. They either attend school where there is no preschool offered, or it is offered during the summer (as in the case of most Head Start and Title I preschools) when migrant children are not in residence. It has been left largely to the "Stream States" to offer these experiences to migrant children during the annual migration. The need of migrant children then, is for preschools not just during the summer but throughout the school year so that migrant children can get at least one year of oral English and social development prior to their entry into the first grade. This is essential for the language development which they will have to face.

A fourth pressing need, an inadequate command of the English language, is perhaps the greatest single barrier to academic success of the Spanish speaking migrant child. About 80% of the migrant school beginners have no knowledge of English and as many as 95% of the children speak Spanish as their first language and learn English as a second. This language problem is not simple, but multifaceted:

- It is a second language and must be learned as such
- The knowledge of Spanish is a border dialect that in reality is a mixture of English and Spanish forms, structure, and syntax
- The cultural and economic deprivation of their backgrounds has resulted in very limited ability for oral self-expression in any language

Along with the academic and cultural deficiencies there is a great problem of malnutrition among migrant children. Surveys conducted annually by local school districts among their migrant children revealed that nearly all migrant children come to school hungry or having eaten a most neagre meal. Malnutrition had been listed as the number one medical deficiency among migrant children by many Project districts. For this reason, when funds became available under the Title IIIB OEO grant in 1965-66 and supplemented through the Title I ESEA amendment for 1966-67, the policy in the Project was to feed all migrant children a balanced noon meal and additional snacks if possible.

In nearly every participating district the allocation for food was increased from 1965-66 to 1966-67 because of the great number of justified requests for free lunches that were received by schools from parents of migrant children. Some districts have been unable to feed their migrant children hot lunches due to lack of a cafeteria, but efforts were made to provide at least a "sack lunch".

Medical deficiencies constitute a fifth great obstacle to learning among migrant children. Every child in the Project is given a physical upon entrance into the Project and as often thereafter as needed. Normally, following an initial screening, needed medical follow-ups are given. The overwhelming medical problem second only to malnutrition is dental deficiencies. The greatest amount of money allocated for health services is spent on dental care. In one case the follow-up included a complete set of dentures while others required nothing more than a few fillings. Skin diseases, eye trouble and Tuberculosis also rank high among the health problems of migrant children. Where needed care has been provided, dramatic improvement in school work has followed. This has also been true of the welfare services that the school has given mainly in the form of clothing. Table 9 presents a summary of health and welfare services that were provided through Project funds. This list is only a partial one since in every district much was done in these areas through Title I and local resources.

TABLE 9

A SUMMARY OF HEALTH AND WELFARE SERVICES

	Number Given	Needed, but not Given
General Physicals	2,301	58
Dental Exams	1,300	738
Dental Work	995	509
Eye Exams	1,114	663
Vision Correction	331	85
Hearing Exams	200	492
Anemia	129	25
Chest X-Rays	201	13
Cardiac Evaluation and Treatment	182	24
Tonsils and Adenoids	83	178
Skin Diseases, Especially Ringworms	122	6
Prescriptions	91	6
Specific Tests and Immunizations	1,227	14
Treatment of Specific Diseases and Deficiencies	839	161
TOTALS	9,115	2,972

One instance of heart surgery; 158 heart murmurs diagnosed, 153 treated.

Major Health Problems

Dental Problems
Tonsilitis
Vision Defects
Diet Deficiencies
Heart Murmur
Skin Disturbances
Anemia
Various Infections
Hearing Defects

Reasons why needed Follow-up was not given

Not enough time for appointments before the end of school	996
Lack of funds (Surgery, Dental Work, Physicals, Tonsillectomy, Vision Correction)	768
Children or parents would not cooperate (would not wear or allow glasses, dental work, tonsillectomy)	353
Withdrew or migrated too soon	300
TOTAL	2,417

Reasons not available for the remainder (555).

Nonpublic School

The only school district where children in the Texas Project for the Education of Migrant Children attended schools other than public schools was Hereford. This Texas Panhandle community is an agriculture center on the migrant stream where migratory workers are needed only for short intervals. At the suggestion of the Texas Education Agency and in accordance with the regulations of Title I ESEA, the Hereford Independent School District planned programs for the St. Joseph's Parochial school located in a migrant camp and St. Anthony's school located in a section of the city where many of the migrants reside.

Together, St. Joseph's and St. Anthony's served about 200 migrant children. The children were provided the same services as the other 150 migrant children in public schools at Hereford Independent School District. They received:

- Sack Lunches
- Consumable Supplies
- Health Services
- Guidance Services

The nonpublic schools provided lunches for the needy migrant children and were reimbursed by the Hereford Independent School District with Migrant Funds. Consumable materials were disbursed by the Hereford Independent School District to the nonpublic schools in the same manner that it was done in the public school. In addition, the Hereford Independent School District made available their Title I reading centers and cafeteria for hot food services to the nonpublic school migrant children but the nonpublic schools declined these offers.

PERSONNEL AND PERSONNEL TRAINING

Over 95% of the children in the Texas Project for the Education of Migrant Children speak Spanish as their first language and learn English as a second. For this reason, as often as possible bilingual teachers and aides are employed in the Migrant Project. In 1966-67, 50% of the classroom teachers and over 90% of all aides in the Project were bilingual.

The aim was to have at least one bilingual adult in each classroom. Bilingual aides were paired with monolingual teachers and vice versa, as much as possible. Aides in the classroom were still a relatively new phenomenon to some teachers, and pre and in-service training were needed to clarify the role of the aides and ways in which teachers could best utilize them. Characteristics of aides and classroom teachers employed by the Project are summarized in Tables 10 and 11.

TABLE 10 PROJECT AIDES

Total No.	Sex		Migrant	Bilingual	Education	Age in Years
	Male	Female				
432	51	381	114	328	5 grades thru B.A. or B.S.	17-60

TABLE 11 CLASSROOM TEACHERS

Total No.	Total Bilingual	Per-cent	Certification		All or part of salary from Migrant funds	Per-cent
			Regular	Emergency		
709	368	52	540*	183*	229	32

* There is a discrepancy in total certification because some teachers who were fully certified to teach on secondary level were teaching on elementary level under emergency certification.

The single greatest in-service effort to train new and experienced Project personnel was the Fourth Annual Workshop for Personnel in the TPEMC sponsored by the Texas Education Agency.

The workshop was held October 24-27, 1966, in McAllen, Texas. This pre-service training program was designed to improve the effectiveness of the administration, the instructional program, and the special services offered in the project school. Meetings were planned for administrators, classroom teachers and aides, special service personnel, and others. The theme of the workshop was "Education for Individual Excellence."

Personnel from all forty project schools were in attendance. The total enrollment for the four-day conference was eight hundred. Enrollment, by categories, included administrators, supervisors and curriculum coordinators, special service personnel and aides, physical education, art, and music teachers, multi-media specialists, nurses, and librarians. Also in attendance were representatives from four State Departments of Education, Wisconsin, Indiana, California, Oregon and representatives from the U. S. Office of Education. Consultative services were offered by twenty-eight specialists in the areas of psychology, sociology, instruction, and health. The total budget for the workshop was $6,425 which included rent, travel, consultant fees, printing costs, and other expenses. A breakdown of attendance is included on the following page in Table 12.

Two general sessions were held each day during which outstanding educators addressed all workshop participants. Following the general sessions group meetings were held. Participants were grouped by category (administrators, teachers, special service personnel, etc.). Topics covered in these sessions were:

- Teaching English as a Second Language
- Individualizing the Instructional Program
- Health Problem of Migrants
- Selection of library materials and the development of a library program
- Developmental reading
- Corrective reading

TABLE 12

TEXAS PROJECT FOR THE EDUCATION OF MIGRANT CHILDREN
Workshop Attendance
October 24-27, 1966
McAllen, Texas

	Supt.	Fed. Coord.	Admin. Asst.	Prin.	Supvr.	Consultant	Curr. Coord.	Reading Coord.	Circ. Teach.	Music Teach.	Art Teach.	P. E. Teach.	Nurse	Visiting Teach.	Social Worker	Lib.	Counselor	Clerical	Aides	Media Spec.	Nat. Teach. Corps.	TOTAL
Alton	1								4										4			9
Brownsville	1			1		4	1		10				1						2			21
Calallen									2													2
Carrizo Springs	1	1							4													6
Cotulla	1			1					6	1		2			1			1	8			21
Crystal City	1	1		2					24		1	1	1			1			9			41
Del Rio	1	1		2					4			1	1			1			4			15
Donna			2	1					12	2	1	1							16			35
Eagle Pass				1				1	24				1	1					15			43
Edcouch-Elsa				1					7			1										9
Edinburg	1		2	1				1	19			1					1			1		27
El Campo	1								1										1			3
Gregory-Portland		1																				1
Harlingen	1			1					13			1	2	1								19
Hereford	1																					1
Hidalgo Co.	1																					1
Valley View				1													1					2
Palm Garden				1					4										4			9
Relampago				1					3									1	2			7
Runn				1					6									1	1			9
Hidalgo ISD	1								19			1	2			1						24
Lasara	1								1													2
Laredo		1		1					7				1				1					11
McAllen	1	1	2	1	1		2	1	31			2	2		1	1	1		9			56
Mercedes				1					11	1									14			27
Mission	1			1					11			1	1			1	1		4			21
Pharr-S.J.-A.	1	2		4					61						1				22			91
Pleasanton				1	1																	2
Poteet		1						1	6								1		3			12
Raymondville	1			2			1		3			1	1				1					11
Rio Grande	1	2	2	1	1			3	27				2	1	2	4		1	41		1	86
Riverside	1			1					5				1	1					7			16
Robstown				2	1	1		1	9					1		1			6			22
Roma	1	1		1	1			2	3					1			1		[illegible]			21
San Felipe (Del Rio)	1	1																				2
San Marcos	1																					1
San Benito				1					4													5
Santa Rosa	1								4													5
Sinton				2					3					1								6
So. San Antonio		1																				1
United Cons. (Laredo)		1							1			1	1									4
Uvalde							1															1
[illegible]	1								1				1						1			4
Weslaco	1	1		2	1				11			2				1			4			23
TOTAL	23	12	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	371	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	12	[illegible]	[illegible]	[illegible]	[illegible]	1	749

VISITORS (Registered)

Salas, C. F.
Croft, Fred A.
Morales, Donald R.
Norris, Cliff
Tabor, Michael
Lozano, David H., Coordinator

Hanson, John, Psychology Instructor
Progreso School District

Department of Public Instruction
Department of Public Instruction
Department of Education
Department of Education
U. S. Office of Education
Child Development and Education
Cameron County Community Project
Texas A. & I. College
Superintendent

Madison, Wisconsin
Indianapolis, Indiana
Los Angeles, California
Salem, Oregon
Washington, D. C.
Brownsville, Texas

Kingsville, Texas
Seven Teachers

Participants	749
Visitors	15
T. E. A. Personnel	12
Consultants	24
Total Attendance	800

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- Selecting and utilizing instructional materials
- Physical education
- Music and art within the classroom
- Social studies, science, mathematics programs

To evaluate the workshop, the Evaluation Section of the Division of Compensatory Education, Texas Education Agency, sent a short questionnaire to a sample of participants. A copy of the questionnaire used is found on page 43.

Of the 207 questionnaires sent, 120 (58 percent) were returned and summarized. It was found that 35% of personnel in all four major categories (administrators, teachers, teacher aides, supportive personnel) judged the workshop to have been excellent or satisfactory. Over half (63%), however, thought that more time was needed for discussions and suggested that less time be alloted to lectures by guest speakers. The consultants who assisted in the lectures and discussions were judged excellent by 53% of the participants, and satisfactory by an additional 38%.

Overall, the workshop was thought to be a success but the following suggestions for improvement were made. Since some of the schools have been in the Project for several years their personnel should not be required to attend the elementary sessions but should be grouped according to extent of in-service already received. Another suggestion made by nearly all participants was that information on all aspects of the in-service program should be more specific. There was special interest, expressed by aides, for more details on their role in the classrooms. Many teachers suggested more demonstrations of new and effective materials and equipment, especially in the area of reading and English as a second language. Administrators felt that the workshop should be held earlier in October to give them time to order some of the new materials and implement some of the suggestions made at the sessions.

EVALUATION QUESTIONNAIRE

Fourth Annual TPFMC Workshop
October 24-27, 1966

Please do not make any identifying marks on this page. Complete and return to the Evaluation Section, Division of Compensatory Education, Texas Education Agency, Austin, Texas, by November 21, 1966.

Your Position ______________ If teacher or aide, what grade? __________

1. Was the sequence of the workshop (general presentation followed by small group sessions):

   ( ) excellent ( ) satisfactory ( ) unsatisfactory

2. Would more time for discussion by group members be desirable following the general presentation of the consultants? ( ) Yes ( ) No

3. Were the consultants making the presentations well informed, and able to give a clear explanation:

   ( ) excellent ( ) satisfactory ( ) unsatisfactory

4. Was this three day workshop ( ) too long ( ) too short ( ) satisfactory

5. Suggest speakers you would be interested in hearing at future workshops. (please list)

   Name ______________________ Area of Specialization ______________

   ______________________ ______________

   ______________________ ______________

6. Do you feel that more out-of-state consultants would benefit you at next year's workshop? ( ) Yes ( ) No

7. Which would be most adequate for your needs?

   ( ) 1. Area meetings covering one topic or subject area

   ( ) 2. General workshops for all migrant schools covering many topics

8. What topics or problems should be covered in future meetings? (please list)

9. Comments (including reactions, favorable and unfavorable) concerning the Migrant Workshop: If additional room is needed, please write on the back of this page.

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The results of this questionnaire were submitted to the Migrant Project staff to help in the planning of the Fifth Annual Workshop.

In addition to the annual workshop, each of the forty school districts sponsored in-service programs on topics of interest and areas of need. There was great variety among the school regarding the scope, intensity, frequency, length, and subject matter of the in-service training.

One district allowed thirty teachers in grades 1, 4, and 5 to visit Learning Centers developed by another district. Teachers spent half of the day visiting the centers and came together in the afternoon to discuss their observations. Substitute teachers were provided for the teachers who participated.

The success of another in-service program was attributed to the fact that teachers and other Project personnel were responsible for the activities. Bi-monthly meetings of all Project personnel were planned by the Director of the Project but the responsibility for presenting and sharing the planning materials and ideas was placed on one or two teachers for each meeting. During the meetings, much emphasis was placed on the adaptation of materials and ideas to all grade levels. Topics that were presented included certain science concepts or units of instruction, teaching English as a Second Language, and first-aid practices.

Seven sessions on Teaching English as a Second Language with demonstrations, lectures, and discussions were provided for teachers in another Project School. This was the second year of focus on this topic. Another school encouraged both teachers and aides (Grades 5-12) to take three extension courses during the year.

An exceptionally comprehensive program in one district consisted of two series of workshops held one night a week for four hours (6:30 p.m. to 10:30 p.m.). This proved to be a very successful training program because the choice of topics was left to the teachers on the basis of their needs. Local consultants, Texas Education Agency staff members, college and university personnel, and multiple teaching media were utilized. The demonstration lessons were judged most valuable by the participants; particularly those on Reading, Creative Writing, Science, and Puppetry. During the first three sessions, a P. E. Instructor taught the participants rhythmic exercises. The teachers in turn taught the students during the recess and P. E. periods. The teachers responded to the workshops with great enthusiam and attendance was excellent. A partial outline of the series is presented below:

AGENDA FOR WORKSHOPS FEBRUARY 15 - MARCH 22

24 Hours - Workshop - Series #1

I. Workshop #1

    Let's Look at Our Reading Program
    Reading in a Group Situation
    Reading, Individualized
    Film: Each Child is Different
    Honor Your Partner - Basic Steps (Rhythmic Exercises)

II. Workshop #2

    Enriching the Curriculum Through the Use of Encyclopedias
    Creative Writing
    Film: He Acts His Age
    Honor Your Partner #2

III. Workshop #3

    Care and Operation of the Tape Recorder
    Tapes Available
    Language Development Through the Use of Tapes
    Film: Individual Differences

Honor Your Partner #3

IV. Workshop #4

Maps, Globes and Visual Aids for Social Studies

Scope and Techniques of Teaching Elementary Science

V. Workshop #5

The Teacher and Child's Health

Puppets at School

Film: Roots of Happiness

VI. Workshop #6

Music and Oral Language Development

Make Puppets

Report from TSTA

Selection and Presentation of Filmstrips

Evaluation of Workshop

AGENDA FOR WORKSHOPS APRIL 26 - MAY 11

13 Hours - Workshop - Series #2

I. Administrative Measures for Ending 1966-67

(Reports, Textbooks, Permanent Records, Materials)

II. Review of Results of Testing Program for Current Year

III. Evaluation of Curriculum for Current Year

IV. Suggestions for Changing Curriculum

V. Film: Teaching Techniques

Discussion of Same

VI. Film: Science and the Language Arts

Discussion of Same

VII. Film: Children Learn from Filmstrips

Discussion of Same

VIII. Scope of an Elementary Science Program

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IX. Working in Committees on Science Units

X. Reports of Committees

In the judgment of the Texas Education Agency Migrant Staff consultants this series of workshops was outstanding in several respects:

- the topics were based on the requests of teachers who made their needs known.
- the series was a year long program which had been planned carefully in advance.
- consultants included both local and guest.
- a variety of co-ordinated activities was presented in several different ways to maintain high level of interest on the part of the participants.

A third approach to in-service training for migrant personnel was conducted during the summer, 1967. Two colleges, Pan American College and Texas A & I, planned and conducted summer institutes for migrant teachers, aides and supervisors. A brief summary of these institutes follows.

TEXAS COLLEGE OF ARTS & INDUSTRY INSTITUTE FOR MIGRANT PERSONNEL

Location and Participants

The campus of Texas A & I College, Kingsville, Texas, was the site for two institutes for migrant personnel; a six weeks program for ninety teachers and a twelve weeks program for thirty five supervisors. Six hours graduate credit was given for each six weeks of study. The nearly 1000 years teaching experience accumulated by the institutes' participants is but one indication of their familiarity with public school problems and possibilities.

Program and Staff

The daily schedule for both institutes provided a combination of lectures, group work, and language laboratory exercises. Spanish classes for English speaking participants were also a part of each institute program. The morning sessions for teachers placed major emphasis on teaching English as a second language. Participants of the supervisors' institute studied this aspect of teaching migrant children as well as areas of curriculum development and supervision.

Use of guest lecturers was judged to be very effective by both participants and officials of the institutes. Classroom teachers, college professors, and State Education Agency consultants served as guest lecturers to provide information on various problems associated with teaching migrant children and to introduce new techniques of instruction. A director, co-ordinator, professors, and assistants in seminar direction, teaching, and practicum formed the regular staff of the institutes.

Effective Activities

Lectures, language laboratories, and group studies were cited as being most effective by participants and officials. Participants of the supervisors' institute developed a handbook of guidelines for educational programs for migrant children. Video tapes were made of teachers during their practicum sessions in the teachers' institute. Review of the tapes by the group allowing critical analysis was very helpful to the individual teachers.

Problems

Problems reported by the institute officials were general in nature. Better organization of time during the daily schedule, inadequate facilities for the larger institute, and developing a group cohesiveness are examples. The lack of knowledge of Spanish also presented a problem.

Follow-Up

Plans for a follow-up of institutes' participants are being formulated by the sponsoring college. Questionnaires will be mailed to a sample of participants to determine how participation in the institutes affected performance in the classroom and/or supervisory position.

PAN AMERICAN COLLEGE INSTITUTE FOR TEACHERS OF MIGRANT CHILDREN

Location and Participants

The Pan American College Institute for teachers of migrant children was conducted on the campus of an elementary school of the Edinburg Consolidated Independent School District. This location allowed for the easy assembly of children for a demonstration class and the availability of needed teachers' materials and supplies.

The sixty seven participants of the Institute had amassed 373 total years public school teaching experience; an average of 5.6 years per teacher. Four held master's degrees while forty seven listed the bachelor's degree as their highest degree attained. The remaining teachers were listed as high school graduates. Each of these had had some college or business school beyond the high school diploma.

Program and Staff

The daily schedule for the Institute included morning and afternoon sessions. The morning sessions consisted of a preparation session, a demonstration session and a session of programmed teaching which stressed English language development. During the preparation sessions participants worked in small groups preparing lessons which were presented to a demonstration class. Pupils for the demonstration class were selected from the area of the elementary school.

For the afternoon session, participants were assigned to groups according to grade level interest. Time was spent in developing vocabulary word lists and related unit activities for use in oral language development programs.

Eight classroom teachers composed the staff of the institute. Six of the teachers served as demonstration teachers to guide in lesson preparation and demonstration while two were assigned as assistant director and secretary of the program. The institute director was an associate professor of education at Pan American College.

Effective Activities

The activities judged most effective by the staff and participants of the institute were the demonstration teaching and the programmed teaching series. Results of an opinionaire showed that the participants felt they gained most from the demonstration sessions where they observed the demonstration teacher, took field trips, and did actual classroom teaching.

Problems

Minor problems were encountered by institute officials concerning selection of participants. The suggestion was made that information be sent to participating institutions and school districts at an earlier date, allowing for more adequate preparation.

Late arrival of funds to the college also caused problems. Participants had to secure funds elsewhere and found it necessary to miss some of the institute sessions to do so.

Correlating the programs for Migrant teachers and aides proved to be unsatisfactory for both groups. It was felt that the needs and training of the two groups could best be accomplished by having separate programs.

Follow-Up

A follow-up evaluation is being planned by the Texas Education Agency on a sample of participants and administrators. The purpose of the follow-up study will be to determine changes in classroom techniques and teacher attitudes as a result of participation in the institute.

PROGRAM EFFECTIVENESS

Objective Measurements

Age-grade distribution - One of the acute problems in the education of migrant children has been that of placing the students in classes appropriate to their educational achievement. Due to the many factors characteristic of the migrant child, this has more often than not resulted in the placement of children in grade levels several years below levels of other children of the same chronological age. The lack of educational skills and separation from age peers tends to depress the migrant children, adding to their frustrations and increasing the possibility of becoming school dropouts. The special programs of the Project have been designed to provide opportunities for migrant children to improve educational skills in a school environment where they are placed largely with age peers. One objective of the Project is that of providing experiences which will cause the age-grade distribution of migrant children to more closely resemble normal distributions.

The age-grade distribution from twenty complete programs was plotted for the four years of Project operation. Original entries, as coded from official Texas attendance data, were used to complete the age-grade distributions. Table 13 summarizes this data by percentage of students above, at, or below age in grades 1 through 8 for the years designated. Figure E shows the same information in graphic form. Several important trends are taking place over time. Figures show the percentage of students overage for their grade level has decreased from 57.9% in 1963-64 to 47.9% in 1966-67, in a regular pattern over the four years. This indicates that the Project is enabling students to overcome their educational retardation and catch up to the grade level appropriate for their age. This catching up process is apparent at all levels.

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Over the four year period, the percent of students 3-10 years behind their grade level decreased 6% (from 15.4% in 1963-64 to 9.4% in 1966-67). The percentage of those two years behind in their achievement decreased about five percent from 18.5% in 1963-64 to 13.7% in 1966-67. The percentage of students behind one academic year remained about 14% through the four years period. A possible explanation for this could be that while 10% of the students moved into the grade level appropriate for their age, about the same number moved from two or more years behind into the one year below category.

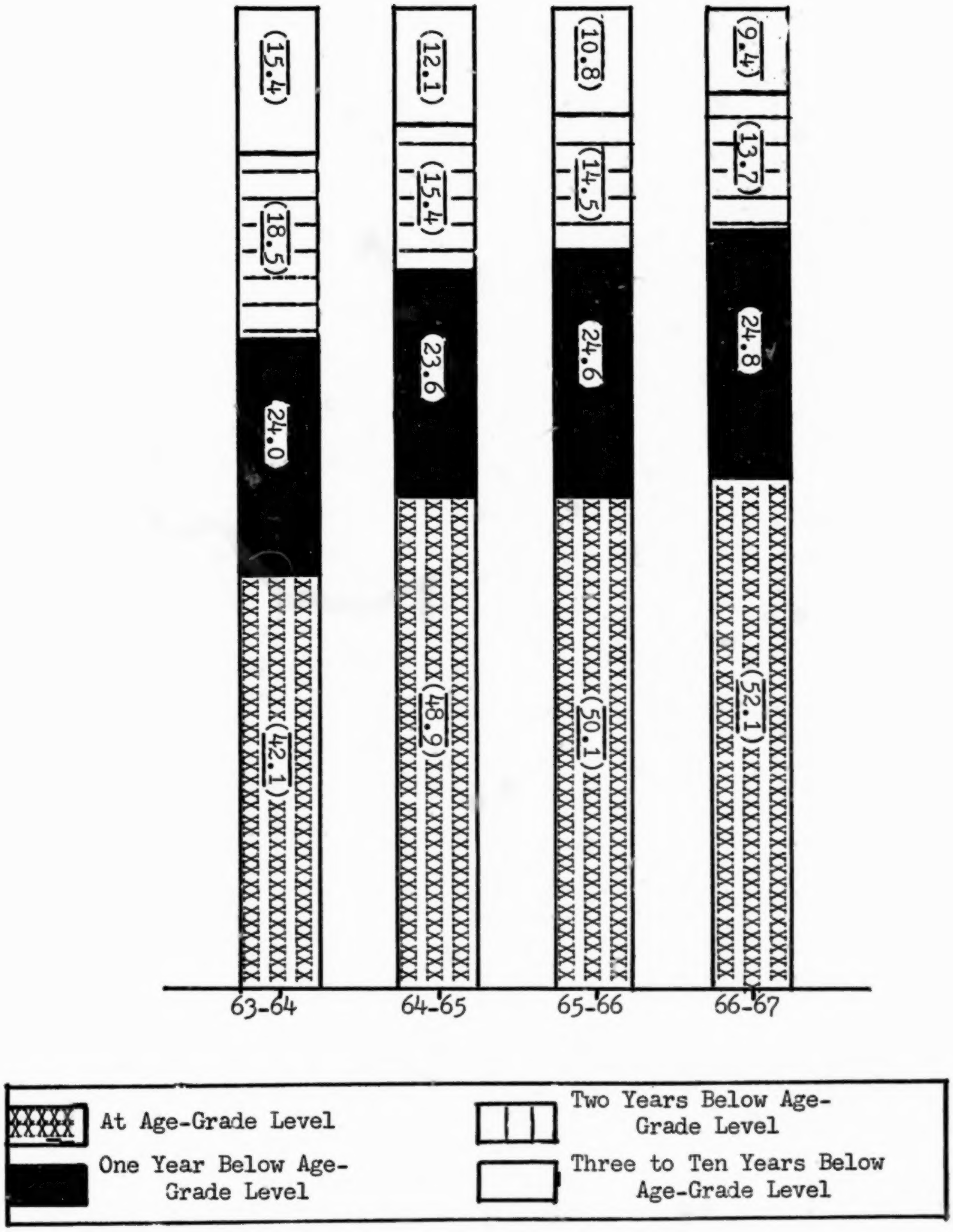
TABLE 13

AGE-GRADE DISTRIBUTION

	1963-64	1964-65	1965-66	1966-67
At or Above Grade Level	42.1%	48.9%	50.1%	52.1%
One Year Behind	24.0%	23.6%	24.6%	24.8%
Two Years Behind	18.5%	15.4%	14.5%	13.7%
Three to Ten Years Behind	15.4%	12.1%	10.8%	9.4%

FIGURE E

COMPOSITE BAR GRAPH SHOWING PERCENTAGE OF PUPILS
AT OR BELOW THEIR AGE-GRADE LEVEL
IN GRADES 1 - 8



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Standardized Tests

In 1964, the school districts participating in the Project selected the Stanford Achievement Battery as an objective instrument to be used in measuring cognitive changes in Project participants. For 1966-67, schools having the six months complete programs continued the use of this test. The testing procedure provided for the testing of a sample of students from each grade level of the migrant program, and a control group sample from a regular school program in which the students have characteristics similar to the migrants, but who do not migrate. Scores from the tests (reported in grade equivalencies) have been used in three distinct ways: (1) Comparison of migrant and control groups; (2) Longitudinal studies; (3) Comparison with national norms.

(1) Comparison of Mean Scores for Migrant Groups and Control Groups

A part of the rationale underlying the six-month programs is the belief that migrant students who are given an intensive, specially designed program for this six months period will make educational progress comparable to nonmigratory peers in regular nine months programs. The meangrade equivalent scores for the "paragraph meaning" and "arithmetic computation" sub tests were compared for 1966-67. Table 14 summarizes the data by grade, number of students, pre and post-test scores, and gain.

An analysis of the data reveals that the migrant children were only slightly behind the control group in "paragraph meaning" in grades two through four but dropped farther behind in the upper elementary grades. On the average, migrant children showed approximately the same score changes from the pretest to the post-test as did the control group except in grade seven. Migrant children tend to hold their own somewhat better in non verbal areas as is suggested by the results of the "arithmetic computation" tests. Although the migrants are behind the control groups in the upper elementary grades, the difference is not as

TABLE 14

STANDARDIZED TEST RESULTS

Arithmetic Computation Sub-test

Grade	Group	Number Tested	Mean GE Score Pretest	Mean GE Score Post-test	Gain in Mean Scores
2	Control	680	1.9	2.4	0.5
	Migrant	620	1.9	2.4	0.5
3	Control	671	2.7	3.4	0.7
	Migrant	624	1.9	2.4	0.5
4	Control	662	3.5	4.2	0.7
	Migrant	640	3.5	4.3	0.8
5.	Control	670	4.4	5.2	0.8
	Migrant	586	4.2	4.9	0.7
6	Control	705	5.2	6.0	0.8
	Migrant	577	4.9	5.5	0.6
7	Control	451	5.7	6.4	0.7
	Migrant	403	5.3	5.8	0.5
8	Control	421	6.6	7.2	0.6
	Migrant	333	6.0	6.5	0.5

Paragraph Meaning Sub-test

Grade	Group	Number Tested	Mean GE Score Pretest	Mean GE Score Post-test	Gain in Mean Scores
2	Control	680	1.9	2.3	0.4
	Migrant	620	1.7	2.1	0.4
3	Control	671	2.5	2.8	0.3
	Migrant	624	2.2	2.6	0.4
4	Control	662	3.2	3.6	0.4
	Migrant	640	3.0	3.5	0.5
5	Control	670	4.1	4.6	0.5
	Migrant	586	3.5	4.0	0.5
6	Control	705	5.1	5.5	0.4
	Migrant	577	4.4	4.7	0.3
7	Control	451	5.6	6.2	0.6
	Migrant	403	4.9	5.1	0.2
8	Control	421	6.6	7.1	0.5
	Migrant	333	5.6	6.0	0.4

marked as in verbal tests. These test results seem to indicate that the cumulative effects of educational opportunities missed through migrancy become more apparent as the child progresses into the more abstract levels of thought. There appears to be justification for placing the migrant students in special programs designed to compensate for missed experiences and provide school tasks at a level of abstraction appropriate to the developmental level of the child.

(2) Longitudinal Studies

An important dimension of any study of the effectiveness of an educational program is that of changes that occur through time. From the data received from the school districts it has been possible to find several migrant and control group children who have been tested in each of the three years of the program. The mean grade quivalent scores for the eight separate groups have been arranged into Tables 15, 16, 17, and 18. Investigation reveals that gains made by the experimental group are equal to or better than those made by the control group in every subtest area. The one exception is found on Table 17 whe the experimental group's gains are lower than the control group's. That the experimental group was twice as large as the control groups may have affected the data somewhat. The data indicates that students in the migrant project are progressing as well as those of similar characteristics who are in the regular school program.

(3) Comparison with National Norms

Figure F is a graphic representation of the percent of students in each grade whose grade equivalent scores were below their grade level on post-tests. The subtest "paragraph meaning" is used for the comparison because it is a good indication of improved verbal skill. The school years 1965-66 and 1966-67 are cited to allow collation between the two years when twenty complete migrant projects were in operation. Raw scores were converted to grade equivalent scores on the basis of national norms provided by the test publisher.

Examination of the two years' study reveals a decrease in the percentage of students below grade equivalent in all grades except grade 6. This fact would indicate at least partial success of the migrant projects in arresting educational retardation in the school children of migrating families.

I

TABLE 15

MEAN GRADE-EQUIVALENT SCORES OF PUPILS WHO WERE TESTED IN EACH YEAR 1964-1967
Grade 2 1964-65, Grade 3 1965-66, Grade 4 1966-67

Date of Test	Number of Pupils		Para. Mean.		Spell ing		Word Study Skill		Arith Comp.		Vocab or Word Mean.	
	A*	B*	A	B	A	B	A	B	A	B	A	B
Fall of 1964	35	23	1.8	1.7	1.9	1.9	1.7	1.7	1.9	1.8	1.4	1.4
Fall of 1965	35	23	2.4	2.4	2.5	2.5	2.2	2.3	2.7	2.6	2.3	2.5
Fall of 1966	35	23	3.1	3.5	3.4	3.7	3.2	3.1	3.6	3.7	3.1	3.3
Spring of 1967	35	23	3.8	3.6	4.0	4.1	3.6	3.6	4.7	4.4	3.5	3.5
Overall Gain	35	23	2.1	1.9	2.1	2.3	1.9	1.9	2.8	2.6	2.1	2.1

The overall gain for the Migrant group is 2.2
The overall gain for the Control group is 2.2
The overall Grade Equivalent for the Migrant group is 3.9
The overall Grade Equivalent for the Control group is 3.9

TABLE 16

MEAN GRADE-EQUIVALENT SCORES OF PUPILS WHO WERE TESTED IN EACH YEAR 1964-1967
Grade 3 1964-65, Grade 4 1965-66, Grade 5 1966-67

Date of Test	Number of Pupils		Word Mean.		Para. Mean.		Spell ing		Lang.		Word Study Skill		Arith Comp.		Arith Conc.	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
Fall of 1964	18	17	2.2	2.4	2.6	2.3	2.9	2.7	2.2	3.1	2.8	2.8	3.2	2.7	3.0	2.5
Fall of 1965	18	17	3.2	3.2	3.2	3.1	3.6	3.7	3.4	3.4	3.2	3.3	3.6	3.4	3.3	3.1
Fall of 1966	18	17	3.9	3.5	4.1	3.6	4.5	4.4	3.9	4.6	4.8	3.8	4.8	4.4	4.7	4.0
Spring of 1967	18	17	4.0	4.0	4.9	4.6	5.1	4.9	4.8	5.0	5.6	4.4	6.4	5.0	5.5	4.9
Overall Gain	18	17	1.8	1.6	2.3	2.3	2.2	2.2	2.6	1.9	2.8	1.6	3.2	2.3	2.5	2.4

The overall gain for the Migrant group is 2.5
The overall gain for the Control group is 2.0
The overall Grade-Equivalent for the Migrant group is 5.2
The overall Grade-Equivalent for the Control group is 4.7

* A represents the Migrant Group and B represents the Control Group in Tables 15 through 18.

TABLE 17

MEAN GRADE-EQUIVALENT SCORES OF PUPILS WHO WERE TESTED IN EACH YEAR 1964-1967

Grade 4 1964-65, Grade 5 1965-66, Grade 6 1966-67

Date Of Test	Number of Pupils		Word Mean. Read.		Para. Mean.		Spell ing		Lang.		Arith Comp.		Arith Conc.		Arith Appl.	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
Fall of 1964	38	19	3.2	3.1	3.2	3.2	3.6	4.1	3.0	3.3	3.6	3.5	3.3	3.2	3.5	3.7
Fall of 1965	38	19	3.5	3.9	3.6	3.9	4.1	4.6	3.7	4.3	4.4	4.4	4.1	4.0	4.2	4.2
Fall of 1966	38	19	4.1	4.8	4.5	5.2	4.6	6.1	4.8	5.7	5.0	5.2	5.2	5.2	4.8	5.3
Spring of 1967	38	19	4.5	5.4	4.8	5.9	5.3	7.1	5.0	6.4	5.7	6.2	5.4	5.5	5.2	5.6
Overall Gain	38	19	1.3	2.3	1.6	2.7	1.7	3.0	2.0	3.1	2.1	2.7	2.1	2.3	1.7	1.9

The overall gain for the Migrant group is 1.8
The overall gain for the Control group is 2.6
The overall Grade-Equivalent for the Migrant group is 5.1
The overall Grade-Equivalent for the Control group is 6.0

TABLE 18

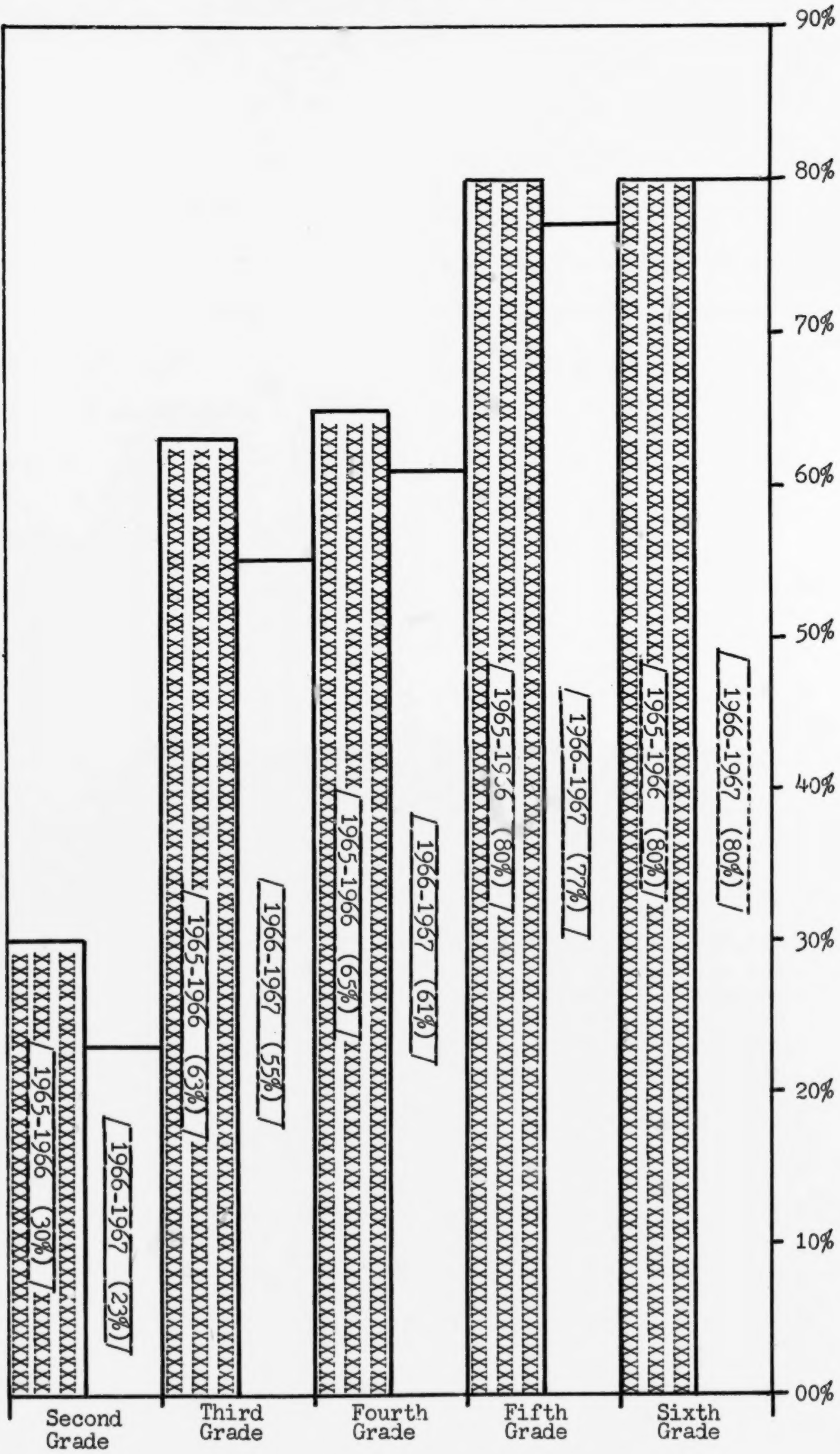
MEAN GRADE-EQUIVALENT SCORES OF PUPILS WHO WERE TESTED IN EACH YEAR 1964-1967

Grade 5 1964-65, Grade 6 1965-66, Grade 7 1966-67

Date of Test	Number of Pupils		Para. Mean.		Spell ing		Lang.		Arith Comp.		Arith Conc.		Arith Appl.	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B
Fall of 1964	9 9	5 5	3.1 3.1	3.5 3.5	3.5 3.5	4.9 4.9	2.7 2.7	2.6 2.6	3.1 3.1	4.1 4.1	3.8 3.8	4.1 4.1	3.9 3.9	3.9 3.9
Fall of 1965	9	5	4.4	4.9	4.7	5.7	4.6	5.4	5.1	5.1	5.1	5.4	4.5	4.8
Fall of 1966	9	5	4.6	5.3	4.8	6.2	4.6	5.4	5.4	4.9	5.9	6.1	5.7	6.5
Spring of 1967	9	5	4.9	6.2	6.0	7.1	4.8	6.1	5.6	5.7	6.6	6.1	6.5	6.5
Overall Gain	9	5	1.8	2.7	2.5	2.2	2.1	3.5	2.5	1.6	2.8	2.0	2.6	2.6

The overall gain for the Migrant group is 2.4
The overall gain for the Control group is 2.4
The overall Grade-Equivalent for the Migrant group is 5.7
The overall Grade-Equivalent for the Control group is 6.3

FIGURE F
Percent of Students Below Grade Equivalent on Paragraph Meaning



Subjective Measurement

To relegate the total impact of TPEMC to the cognitive domain would be a mistake. Although measures of affective changes are somewhat difficult to measure with objective instruments, definite changes in self-concept, level of aspiration, and general emotional maturity have been noted by teachers, aides, administrators, and Texas Education Agency consultants. Evidence, such as frequency and level of class participation, willingness to participate in school activities, reduction of withdrawal tendencies and increased incidents of self-expression through speech, art, and music, supports the contention that the special programs do make a difference.

The initial reaction of many migrant children coming to school on the first day of the program is one of pleasant surprise when they see they are to begin on page one of textbooks they can read. In the regular school program they always began one-third of the way through a book, more often than not, unsuited for their functional level and had to leave before completing it. The sense of progress and achievement felt by Project students has served to motivate them to continue in school instead of dropping out. They now see graduation from high school as a definite possibility. Several teachers and counselors have noted an increasing number of migrant students are asking about college entrance requirements and available financial aid.

In their evaluation reports, districts submitted a summary of progress made by migrant students in areas of skill development, behavior, and attitude. The data were based on achievement tests, teacher and other personnel observations, and the opinions of the children themselves. The results for all complete programs combined are presented in Table 9.

TABLE 9

STUDENT PROGRESS

IMPROVEMENT IN MIGRANT CHILD'S GROWTH AS A RESULT OF THIS PROGRAM (Shown in percentage of children)

	NONE	SOME	SIGNIFICANT	TOTAL PERCENT OF CHILDREN
General Academic Achievement	6.5	45.5	48.0	100%
Oral English Language Development	3.9	43.7	52.4	100%
Reading Development	4.2	48.2	47.6	100%
Improve Self-Confidence	4.2	39.5	56.3	100%
Social Development	3.8	42.6	53.6	100%
Greater Emotional Security	4.6	44.5	50.9	100%
Improved Health Status	4.8	34.8	60.4	100%
Responsiveness	5.5	38.0	56.5	100%
Acceptance by:				
Migrant Peers	1.2	30.8	68.0	100%
Non-Migrant Peers	10.0	42.5	47.5	100%
School Personnel	3.6	21.8	74.6	100%
Community	6.9	29.1	64.0	100%

It can be seen from the Table that about 90% of all children made some significant progress in all areas. The gain made in acceptance by school personnel may have a direct relationship on the percentage of children who made gains in the areas of self-confidence, social development, emotional security, and responsiveness. Without positive changes in attitude gains would have been slow by the children as their responses are often conditioned by the staffs' behavior toward them. Academic achievement, oral English language development, and reading were slightly behind the affective areas. This is to be expected since a "climate for learning" must be created before gains in the cognitive areas can be made.

In all categories, the percentage of children making no progress is 10% or less. While migrant students appear to have no difficulty in their relations with other migrants, acceptance by non-migrant peers remained a problem. This lack of acceptance by regular students was most evident in the complete programs where the migrant students were in separate classrooms and campuses. The non-acceptance then, was most likely the result of too little contact or interaction between migrants and non-migrants, and not intentional hostility.

Another very promising development has been taking place among Project staff. There is a core of teachers, aides, and administrators composed of dedicated persons who have shown their concern in the Project and have been the motivating force for many students. Their empathy with migrant children and migrant problems has been a key to the success enjoyed by the Migrant Project.

Two samples of how these staff members expressed their concern are enclosed in the following pages.

> "... I thought it best to level with my children, hoping that my judgment was sound and that I was not mistaken in believing that although they weren't up to their grade level academically, they were children who would respond to honesty more rapidly than to any other means of communication. In so many words, I told them that our school had been set up by people who were deeply interested in them; who understood their needs, and by

> people who wanted to help them help themselves. Therefore, because thanks be to God, not all people were alike, each one of us would begin our work where it would be necessary in order to accomplish more during the school year. I told them I needed their co-operation in helping one another as each one of us could benefit from one another in some way. I prayed and I waited. The children's reaction was favorable and we began."
>
> "The first year I worked with 42 sixth graders. Most of them were having difficulty in reading and they were quite discouraged. (Some were practically non-readers.) Surprised looks greeted me when I explained that even though it was November 1st, we would begin on the first page of our textbooks. In all of their school life they had never been able to do this. A second thrill came when they discovered that their first report card was really for the first reporting period. Their educational facilities had been revolutionized. Going to school had become a pleasure. By the end of the first week they didn't even notice the longer day. They had found their place in the school system."

Program Materials

Each project school was allowed multiple selection of State Adopted Textbook series in order to provide multi-level materials at each grade level plus numerous high interest-low reading level materials for supplementary use. Also, equipment and material which are specifically suitable for concept development and oral language instruction were widely used.

Examples of these items are:

- Tape recorder
- Record Player
- Overhead Projector
- Film Strip Projector
- Opaque Projector
- Tapes
- Records
- Transparencies
- Films
- Manipulatory Materials
- Language Development Kits

Classroom Procedures

Major emphasis in the Texas Project for the Education of Migrant Children has been placed on lowering the teacher-pupil ratio in order to create situations conducive to more individualized instruction, oral language development approaches in all content areas to improve communication skills, and the use of multi-sensory materials to provide experiences for concept development.

Participating schools were funded additional personnel in special areas (oral language development, developmental reading, physical education, etc.) and teacher aides. Extensive teacher in-service programs were organized using both qualified people in the local school programs and members of the Migrant and Preschool staff of the Texas Education Agency. The major emphasis in all in-service programs was placed on the oral language development approach and the use of multi-sensory materials in the classroom.

Programs were designated as "complete" or "modified" according to the organization of the classes. In the complete programs all migrant children were taught in separate classes in the twenty schools participating. In some instances, the migrant children were taught on campuses which were separate from the other campuses, and in other school districts, the children were taught in 100% migrant classrooms on regular school campuses.

In most of the twenty modified programs, the children were taught in regular classes with non-migrant children. Extended day services were then held in 100% migrant classrooms. In two modified programs, the children were taught in 100% migrant classrooms on regular school campuses.

Innovative and Exemplary Projects

The Evaluation Format for State Program for Migrant Children, U. S. Office of Education, defines "innovative projects" as "those projects that were designed to utilize methods or activities that were new or untried within the State." Because the Texas Project for the Education of Migrant Children was the first attempt by the State to offer special educational opportunities for migrant students, every school in the Project could be judged innovative. Through TPEMC new and untried techniques were introduced in each participating district, and varied from district to district according to the needs of the migrant children of each community.

One such program, outstanding for its originality and effectiveness, was a program of arts and crafts. It was used not only for developing motivation and interest among all Project children, but focused upon emotionally, socially, and physically handicapped children for whom art could be used as therapy and as a means of self-adjustment. The coordinator of the Cotulla Art Program was asked to write a description of this activity, a portion of which follows:

> The Art Program as orginally conceived by the Administration was to tap an expected potential of the Mexican-American child in the field of the graphic arts. The purpose of having music and art in the curriculum was to strengthen the children's educational experience.
>
> The objective of the teacher was to direct the child in becoming more aware of the beauty in their otherwise dreary life. She wanted them to see the beauty in plants, fields, wildlife such as birds, butterflies, etc.
>
> The objective of the director was to expand the department to avail more "take home craft materials" to the teacher since it was soon apparent the crafts aspects was to be highly instrumental in generating interest in the school by the child and his parents.
>
> The art teacher encouraged the migrant children to enter the annual poster contest sponsored by the Dos Rios Soil Conservation District. This contest was critical when the results are considered.
>
> Following the contest, a certain espirit de corps developed in the migrant children. The art lab was theirs, the teacher was "accepted", their director was identified both through association and application as genuinely desirous of assisting the Mexican.

Regular changing of students' pictures and statuettes were done on the bulletin boards and display windows for the children to see their personal work. The attitude toward school was notes to improve in former leaders of the belligerent groups. It was these leaders that most of our efforts were directed in the art program.

_________ (a student) was a 14 year old muscular dystrophy victim who has little use of his hands. Mrs. Vernon started him on collages of tissue. Other children would cut the shapes he wanted, he would arrange the pieces on his picture. After several pictures, he made a geometric collage which was very attractive. It was part of the Cotulla Art Exhibit shown in San Antonio and Cotulla. _________ (the student) had never experienced any success to our knowledge until Mrs. Vernon started him on collages. His sense of geometric proportion was superior to the average child as was evidenced in his last tissue collage.

Another program of note was a science program in grades 1 through 8 in Poteet Independent School District. The teacher, captalizing on the experiences with nature which the migrant children encountered in their travel and work, motivated the students to associate school with experiences, to make classroom contributions, and to learn in depth about observations made during migration. The teacher submitted the following outline and summary of this activity.

Science Program

Objectives

- To teach children how to develop an awareness of world around them, to satisfy curiosity, and to broaden their interests
- To increase knowledge of processes of science in order to develop skills, attitudes, and a concept of self which will help them to become motivated to pursue knowledge in every field
- To correlate science with other areas of teaching such as reading, music, art, mathematics, language arts, etc.
- To provide the scientific literacy and rational attitudes that are essential for responsible citizenship in this scientific age

Approaches

- Efforts made to involve each student through individual and group activity with emphasis on using things the students could see, feel, and do
- When possible experiments were carried out by groups; demonstrations were used often
- Community specialists were used as speakers (City Water Superintendent spoke to a class when water system of community was studied)
- Field trips made in which students were made aware of relation of subject matter taught in the classroom to world around them
- Classroom activities included oral reports, research papers, class discussion, and panel discussions
- Science museum used to create interest--the specimen in museum were brought in by students, preserved, and used when a specific subject was being discussed in classroom

- A science corner maintained in the elementary library where periodically different phases of science were displayed
- Unit projects carried out in each grade level--these displayed at the Art-Science Exhibit during the Strawberry Festival
- Various teaching aides employed
  - Visual aids such as transparencies, posters, pictures, films and filmstrips, microscopes, bioscope, and magnifying glasses
  - Team teaching with reading and science used several times during year
  - Library used extensively in student preparation of oral reports and research papers
  - NATURE AND SCIENCE MAGAZINE given to students every two weeks and used as teaching tool
  - READER'S DIGEST SCIENCE READERS used to develop skills--observing, getting the facts, and drawing conclusions
  - Experience and flip charts used for developing a unit of study
  - Bulletin boards used to provide enrichment material for units
  - Live specimen kept in an aquarium, a terrarium, and a vivarium in each classroom for observation and study
- Entire science program for Migrant students tailored to take each student from point of his understanding of science at the beginning of school year through a series of learning experiences to equip him for living in today's scientific world, as well as to create a thirst for more knowledge in the field of science

Evaluation

- Students in all grade levels manifested a greater interest in science at the close of the year; demonstrated their increased awareness of the world around them by collecting specimen for Science Museum; by their questions and seeking of answers in the classroom, on the campus, and on the culture trips revealed their curiosity about science
- Students' knowledge of the processes of science as revealed in their development of skills, attitudes, and increased self-concept was apparent; most were motivated to seek knowledge in every field of science which was discussed in the classroom--evidenced in the selection of library books and the enthusiam with which they were read and discussed
- Results of the correlation of science and other subject areas were revealed in the increased quality of work done by the students in their projects, research papers, oral reports, etc.
- Noticeable growth in citizenship of all migrant students during the school year

A bibliography and additional references used in teaching this program are included as Appendix A.

Most Effective Activities

In the Migrant Project as a whole the following activities by grade level, were judged most effective for migrant children. The judgments were made by Texas Education Agency Migrant Project staff consultants and local Project school officials.

Most Effective Activities *

1. Preschool-Grade 3
    a. Special teachers
    b. food and health services
    c. home visitation
    d. teacher aides
    e. English as a second language
2. Grade 4 - Grade 6
    a. food and health services
    b. teacher aides
    c. remedial reading
    d. English as a second Language
    e. Physical education
3. Grade 7 - Grade 12
    a. food and health services
    b. teacher aides
    c. physical education
    d. remedial and tutorial services
    e. counseling and guidance

*Not in rank order

SUMMARY AND RECOMMENDATIONS

There can be little doubt that the special programs provided by the Project added a great deal to educational attainments of migrant children. The 40 school districts participating in the Project rpovided special activities and services for approximately 20,000 children. Although educational changes often occur very slowly, several significant trends seem to be emerging in this Project.

1) There is an increased awareness on the part of school and community leaders of the special needs of migratory children.
2) School boards and administrators have been willing to modify facilities, purchase equipment, change curricula, provide training for personnel, and try new programs to meet the needs of the children.
3) A reduction in teacher-pupil ratios has been accomplished through the addition of new teachers and the utilization of aides.
4) Special programs designed to foster language development have been implemented through oral language techniques, English as a Second Language procedures, and the use of bilingual teachers and aides.
5) A more normal age-grade distribution for migrant classes is being affected by individualized programs, improved attendance, and more realistic policies relating to promotions and retentions.
6) Students are making progress in academic areas as measured by standardized tests.
7) Students are exhibiting improved attitudes toward school as evidenced by attendance data, rapport with teachers, and interrelationships with other students.
8) Some improvement in self concept, probably brought about by food, clothing, and medical services as well as the special attention given in other aspects of the Project is being noted.

9) There is a significant increase in the involvement of parents in the school program. Evidence indicates that migratory trips are being planned to provide for the children attending the special project schools. Parents are expressing the desire for their children to receive an education.

Along with these positive trends indicated in the evaluation data, are a number of points which need further study. These points are summarized in the following recommendations.

1) Attendance data should be closely analyzed to determine if the six months in which the school operates is the period of maximum enrollment potentiality.
2) Attendance data for individual students should be analyzed to determine actual days of attendance. Studies should be made to determine the relationship between attendance and achievement.
3) Since achievement test results indicate that migrant children are markedly behind age-grade norms at the first grade level, consideration should be given to the establishment of preschool programs to provide conceptual experiences.
4) Careful study should be given to programs for the upper elementary grades. Test results indicate that migrant children drop significantly behind normal groups during grades five and six, especially in areas where a high level of verbal ability is required. Since many of the migrant children are two or more years older than is normal for these grades and some drop out of school, a study should be made as to the possibility of pre-vocational or vocational subjects being added to the curriculum.
5) More definite plans to fuse migrant children into regular school programs should be developed. There is a need for involvement in both curricular and extra curricular activities.

6) There is the need for a study involving a sample of students in migrant programs to determine the influence of the different variables associated with the programs.

7) There is a need for more dissemination of information relating to effective materials, methods, and curriculum innovations.

APPENDIX

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LIFE NATURE LIBRARY

- The Plants
- The Fishes
- Evolution
- The Mammals
- The Birds
- The Reptiles
- The Insects
- The Earth
- The Poles

LIFE SCIENCE LIBRARY

- The Body
- Planets

HOW AND WHY WONDER BOOKS

- Wild Animals
- Rocks and Minerals
- Prehistoric Mammals
- Dinosaurs
- Ants and Bees
- Mushrooms, Ferns, and Mosses
- Reptiles
- Oceanography
- Butterflies and Moths
- Trees
- Our Earth
- Insects
- Sea Shells

PROPOSED CURRICULUM PROGRAM FOR TEXAS MIGRATORY CHILDREN-- Texas Education Agency -- October, 1963

To provide the scientific literacy needed in today's world the following areas of study were included in the science program:

THE EARTH AND THE UNIVERSE

- The Earth and Its Surface
- Oceanography
- The Sun and The Planets
- The Air and The Weather

LIVING THINGS

- Nature and Variety of Life
- Living Things and The Seasons
- Animal Ways
- Human Body and How It Works
- Ancient Animals and Plants
- Conservation of Natural Resources

ENERGY AND MATTER

- What Things Are Made Of
- Fire and Its Prevention
- Heat and How We Use It
- Atomic Energy and Its Uses
- Machines and How They Work
- Magnetism and Electricity
- Sound and How We Use It
- Light and How We Use It
- Flight and Space Travel

PART II

EVALUATION OF
TEXAS MIGRANT INTERSTATE COOPERATION PROJECT

SUMMER 1967

Prepared by
Evaluation Section
Division of Compensatory Education
Texas Education Agency

October 1967

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C Texas Migrant Interstate Cooperation Project 1967, Rating Scale. 17

INTRODUCTION

Recognizing its responsibility to all the school-age children of the state, the Texas State Board of Education has long sought to meet that responsibility through a comprehensive education program. One area of that program which has received much attention is the area of education for migratory children. Compensatory programs in this area have been in the form of funds for additional teachers during the time the migrant children are in the home base school district and a program to teach English to Spanish-speaking preschool children during the summer before they enter public school. Additionally, special provision was made to allow the forty schools in the Texas Project for the Education of Migrant Children to order copies of all State adopted texts for each grade level. Also, of the forty project schools, twenty have been permitted to condense the nine month program into six months in order to involve the children when they were living in Texas while the others have special programs for migratory children during the school year.

Further efforts toward solving the problem of education for the migrant child resulted in the initiation by the Texas Education Agency of a program of interstate cooperation between Texas and the states to which many children and their families migrate. The project, entitled Texas Migrant Interstate Cooperation Project, is funded under Title I, ESEA Amendments of 1966 (P.L. 89-750), and is administered directly by the Texas Education Agency. The project is basically a program of providing Texas teachers, experienced in working with migrants, to go to other states during the summer months for the purpose of observing and working with teachers in summer Migrant Projects.

Objectives of the project, as delineated by the Texas Education Agency in the project application, are as follows:

1. To have available in the participating states teachers with experience in the teaching of Texas migrant children.
2. To share information necessary to the understanding of the problems of teaching Texas migrant children.
3. To develop a better system of record transfer among migrant schools.
4. To improve teaching techniques used in the instruction of migrant children.
5. To encourage school participation of Texas migrants when they are in other states.
6. To promote, especially among participating Texas teachers, a realization of the problems faced by school age migrant children during the migrant cycle.

DESCRIPTION OF THE PROJECT

Interstate Agreements

Participating states were selected on the basis of the number of Texas migrants who migrated to those states for agricultural reasons. The figures for the migrant information were furnished by the Farm Labor Bureau of the Texas Employment Commission and from a review of migrant grants under Title I of Public Law 89-10. From the figures obtained, the states having the greatest population of migrant children from Texas were determined and contacted concerning their interest and willingness to enter a cooperative project of this nature. Of those states contacted, eighteen responded affirmatively. Those states which actually entered into a cooperative agreement with Texas were:

1. California
2. Colorado
3. Florida
4. Idaho
5. Illinois
6. Indiana
7. Iowa
8. Kansas
9. Michigan
10. Minnesota
11. Montana
12. Nebraska
13. New Mexico
14. Ohio
15. Oklahoma*
16. Oregon
17. Washington
18. Wisconsin

* The Texas teacher assigned to Oklahoma was reassigned due to the nature of the Oklahoma Program.

Personnel Selected

The participating teachers were selected in April, 1967 from recommendations made by school officials in districts participating in the Texas Project for the Education of Migrant Children and by staff members of the Migrant and Preschool Section of the Division of Compensatory Education, Texas Education Agency. Only teachers with expressed interest in the Project and with demonstrated skills in teaching migratory children were considered. Teachers selected were under contract with the Texas Education Agency and became employees of the Edinburg, Texas, Independent School District which acted as Fiscal Agent for the project. Supervision was provided by the Migrant and Preschool staff of the Texas Education Agency. Project members made periodic reports to the Texas Education Agency and a supervisor from the Agency was assigned to assist in the implementation of the program. Teachers participating received salaries of $600 per month, reimbursement of 8¢ per mile for travel by personal automobile, plus food and lodging allowance not to exceed $12 per diem. Appendix A lists teachers accepted and gives their assignments by states.

Workshops

Orientation - For those teachers selected to participate, a two-day workshop was held in McAllen, Texas on June 1 and 2, 1967, to orient them to the program. At that time, in addition to the orientation presented, the teachers were asked to respond to a teacher questionnaire (Appendix B) which was to be used in evaluating the program at a later date.

Reporting Conference - On August 24 and 25, 1967, a reporting conference was held in Austin, Texas, at the Texas Education Agency for the purpose of summarizing the program. Reports were given by the participants on specific phases of the program. The phases covered included "State Programs", "Language Arts", "Health, Food, Clothing and Counseling", "Recreation and Parental

Involvement", "Coordination Within Other Agencies", and "Holding Power of School". Ideas and information gained during the summer were shared in an informal setting in order that all participants could profit from one another. The same questionnaire administered at the orientation workshop was again given the participants for their completion, except that the teachers were instructed to respond to the questionnaire in terms of what they experienced while in the field. The first questionnaire had been completed in terms of what they expected to find when they reached their assignments.

Activities and Duties

From weekly reports submitted by the Texas teachers, the following summaries of activities were obtained:

> Teachers reported that they visited approximately one thousand four hundred classes of migrants at different times and places. During those visits they contacted and talked with almost one thousand seven hundred teachers and/or aides.
>
> In an attempt to encourage the enrollment and attendance of migrant children, the teachers stated that they talked with some three thousand five hundred adult migrants.
>
> Included in the kinds of classes which the Texas teachers taught were Physical Education, Spelling, Music, Reading, and Science. Additionally, they conducted twenty two laboratory-type classes for three hundred thirty teachers, aides, and other personnel.
>
> Fifty four workshops were attended by the teachers, seventeen of which they attended as spectators and thirty seven as participants. Approximately eleven hundred people attended the workshops.

The teachers reported a combined total of approximately sixteen thousand Texas Migrant pupils involved in the program throughout the eighteen states.

A few teachers reported having served in an advisory capacity working with employees of Local Educational Agencies to formulate plans for future migrant programs where none were in existence.

EVALUATION OF THE PROJECT

Personnel from Cooperating States

In an attempt to determine the effectiveness of the performance of the Texas teachers, rating scales were sent to supervisory personnel in the cooperating states for their completion. (Appendix C). Seventeen of the eighteen states responded and almost without exception the responses were toward the high end of the scale indicating strong approval.

Of the five items which received "Poor" ratings, all are worthy of comment. The response of "Poor" to item number five (Did this teacher positively influence the school attendance of the migrant children with whom he came in contact?) may have been due to the fact that in certain areas the individual Texas teacher could remain no more than an hour because of a full itinerary. In answering item eight, (Did he present materials which were useful in your migrant school program?), the respondents stated that nearly all their teachers would like to have had materials given them which they could incorporate into their teaching plans. Although the frequency of "Poor" responses to item nine, (Did this teacher suggest any procedures which proved effective with these children?), is negligible, it does point out the possible need for more effective personnel selection, as does item thirteen (How would you personally evaluate the outcome of this year's Interstate Project? (a) If the Interstate Project is operated in a like manner next year, would you participate?

(b) Please briefly cite the effects, both positive and negative, of this project.). Item twelve (Did this teacher help promote record transfers among these districts?) received the most "Poor" responses, but in most cases the respondents acknowledged the fact that record transfer was not something over which the Texas teachers had any control.

Participating Texas Teachers

In an effort to determine if the Interstate Project produced any changes in the understanding of migrant children and their problems, the Texas teachers completed teacher rating scales before and after serving in their assigned states. In tabulating the responses to the Teacher Rating Scale (Appendix B), it was noted that the teachers who were participating in the Project for the second time showed less change from the pretest to the post-test than did those participating for the first time. There was no significant difference between the two groups on ratings assigned at the end of the summer. It was interesting to note that most teachers found the "School" and "Employment" contexts to be comewhat better than had been predicted. The "Social and Family" contexts were somewhat worse than expected, and the "Individual" context about as expected. The composite picture is one of rather poor housing, social isolation, cultural deprivation, fairly adequate employment, and good schools staffed by professional teachers and administrators.

In addition to other items on the questionnaire, the teachers were asked to answer briefly five questions concerning self-appraisal, appraisal of the project, and their reactions to the program. A brief summary of their responses to those questions follows:

"What did you accomplish in this program?"

The majority of those responding to the questionnaire indicated that they felt their main accomplishment in this program was what they had done to "educate" the teachers of other states concerning migrants and their culture, and the job they had done in informing them of the programs conducted in Texas. A large number of respondents also indicated that they thought the program had brought about better understanding and cooperation between the states in the area of migrant education. Activities engaged in ranged from helping to develop state guidelines for future migrant programs to visiting migrant families to encourage enrollment of their children at the local level. Several indicated they were now more aware of the migrant's problems and that methods geared to native English-speaking children would not apply to non-English-speaking children.

"What was your greatest difficulty in working with migrant children this summer?"

Attendance, i.e., getting the children to go to the summer migrant programs, was most often given as the greatest difficulty in working with migrant children this summer. Time and timing were given as difficulties in that one respondent listed too little time was available and others listed the fact that some programs started too late and some too early. Other difficulties mentioned were lack of adequate housing facilities for the program, not enough activities for the teenagers after hours, and very little community involvement. A few reported that there had been no difficulties at all.

"What was your greatest difficulty in working with teachers from other states?"

Most respondents reported that they had had no difficulty in working with teachers from other states. A few reported that some of the teachers were not familiar with the language and customs of the migrant children. The addition of Mexican-American aides would probably have been valuable in bridging this gap and in providing some familiar element to a strange school environment. A few reported teachers as having misconceptions about Mexican-Americans, but all were high in their praise of the accomplishments of the teachers.

"How did these programs for migrant children differ from those conducted in Texas?"

The greatest difference between programs in the cooperating states and those in Texas seemed to be in approach. Other states seemed to place more stress on enrichment activities and informal experiences than does Texas. The Texas Project seems to place more stress on formal, academic, classroom approaches. The fact that the programs visited during the summer were often conducted for children who had participated in formal educational programs in home base states may have accounted for the difference in emphasis. At least two respondents listed more personal interest and attention given these children, possibly as a result of the low teacher-pupil ratio (approximately 1-15). Some reported Texas' curriculum to be more concentrated and the other program taking a longer period of time.

"Please briefly describe any other reactions to the program and/ or its participants."

Generally speaking it was reported that the teachers were extremely interested in teaching the children and exhibited enthusiasm for improving their teaching methods. Most of the programs were reported to be well organized and that children probably had an improved self-image at the conclusion. Also mentioned was that the Interstate Cooperation Project had helped other states to be more cognizant of their migrant situations. An area mentioned as needing improvement was that of public relations between the programs and the townspeople. The evaluation summaries will strengthen the Texas Migrant Program.

Texas Education Agency

The Evaluation Section of the Division of Compensatory Education of the Texas Education Agency was asked to conduct an evaluation of this project to determine the extent to which the program effectively achieved the initially specified objectives. It was determined that the first objective was achieved since twenty four qualified and experienced teachers were actually assigned to eighteen different states. The second objective, that of sharing information, was achieved to a large degree. An administrator with the Michigan Department of Education stated, "The background material furnished by the Texas teachers provided the Michigan teachers with insights not possible without this project." The achievement of the third objective, a better system of record transfer among migrant schools, was realized only in part. This was due to several factors, some of which were:

- Failure by a few TPEMC schools to submit academic records to the Agency.
- Failure by the TPEMC schools to submit medical records to the Agency.
- Requests from cooperating states for records for inadequately identified students, e.g. "Juan Garcia of San Antonio."
- Requests from cooperating states for records on children coming from schools other than TPEMC schools.
- Records returned from cooperating states with no Texas address given, i.e., student's name would be given but no city designated.

Objectives five and six, increased participation by migrant children and greater awareness of migrant problems on the part of Texas teachers, were also achieved as born out in weekly reports submitted by the Texas teachers.

General Statements by Personnel in Cooperating States

Listed below are statements made by individuals from some of the cooperating states concerning the individual Texas teachers and/or the Project:

"It accomplished all that could be hoped for." - Idaho

"They (Texas teachers) made a most favorable impression on our teachers." - Indiana

"The project in the initial stage has proved very successful." - Kansas

"Our teachers learned for the first time that the attempt by Texas to follow up their work with the migrant children would not be lost, that is, their efforts would be rewarding to them and meaningful to the education of the migrant children." - Michigan

"This was our second year and things went so much more smoothly. Our attendance was good and our enrollment was up over a year ago." - Minnesota

"Our local staff was greatly aided in their understanding of the migrant youngsters through the assistance and aid given." - Montana

"He brought to us awealth of information and technique in dealing with migrant families." - New Mexico

"The greatest positive effect was that of making our teachers more keenly aware of the total migrant child." - Ohio

"The program would have been an asset if we would have had the type of migrant flow for which the interstate program was designed. There really were no Texas migrants in our summer schools except during late July." - Oklahoma

"This interchange is great as long as we keep the children at the center of the program." - Washington

"The overall positive effect is to motivate a high degree of interest in the education of migrant children." - Wisconsin

CONCLUSIONS AND RECOMMENDATIONS

On the basis of reports received from the representatives of state education agencies and the Texas teachers while they were in the field, the project may be judged as having had a high degree of success. Improved understanding of the migrant child and improved cooperation between the states were achieved objectives.

Assuming, however, the desire as well as the need for improvement of the project, the following recommendations have been made by personnel representing all levels of participation in the project:

- It is desirable that more Texas teachers be used in the program
- Flexibility in assignment dates might be considered in order to permit Texas teachers (whenever possible) to be in the cooperating states during the period of maximum migrant population. There is a need for some teachers to be in states earlier and for some to stay later than is possible with dates presently assigned.
- Teacher recruitment procedures should be reviewed to assure the selection of the best Texas teachers available for the program.
- A more specific delineation of duties of the Texas teachers is desirable to enable them to be more effective as well as to explain to teachers in the cooperating states how the Texas teacher can be of the greatest assistance.
- More direct involvement by staff members of the Migrant and Preschool Section of the Division of Compensatory Education, Texas Education Agency in the form of field visits, regional conferences, and exchange of materials would enhance the quality of the program.
- Provisions should be made for some of the teachers in the cooperating states to visit the Texas teachers during the regular school year.
- More curriculum materials should be made available for the Texas teachers to disseminate to the teachers whom they visit and observe.
- Student records, both academic and medical, might be put on punched cards for storage (in the computer) at the Texas Education Agency. Such an arrangement would facilitate record transfer.
- Cooperating State Departments of Education should be involved earlier each year in planning sessions.

APPENDIX A

TEACHERS SELECTED AND ASSIGNMENTS

Teacher	No. Yrs. Experience	School District	Appointed State
Conrado Alvarado	4	Laredo ISD	Ohio
Bill Binnion	11	Robstown ISD	Oregon
Hazel Brazil	27	Eagle Pass ISD	Kansas
Noe Cavazos	7	Lasara ISD	Wisconsin
Jose Diaz	4	Mission ISD	New Mexico
Alexander Dickie	32	Edinburg CISD	Oklahoma & Ohio
Eustolio Gonzales	8	Raymondville ISD	Indiana
Raul Gonzales	4	Mercedes ISD	Illinois
David Gonzales	15	Mercedes ISD	Nebraska
David Graham	9	Pharr-San Juan-Alamo ISD	Oregon
Leon N. Graham	2	San Antonio ISD	Colorado
Rafael Guerra, Jr.	3	Rio Grande City	Colorado
Marvin Larson	2	McAllen ISD	California
Herald Pena	6	Pharr-San Juan-Alamo ISD	Michigan
Hattie Penn	3	Edinburg CISD	Washington
Alvessa Perez	19	McAllen ISD	Washington
Denicio Ramirez	12	Cotulla ISD	Iowa
Basilio Renaud	11	Donna ISD	Colorado
Eloy Salazar	10	McAllen ISD	Indiana
Jose Sanchez	7	Harlingen ISD	Michigan
Robert Tate	43	Crystal City ISD	Florida
Tomas Thomas	3	McAllen ISD	Montana
Flavio Valdez	15	San Felipe ISD	California
Filberto Zamora	5	Harlingen ISD	Idaho

APPENDIX B

TEXAS MIGRANT INTERSTATE COOPERATION PROJECT
1967

TEACHER RATING SCALE

Teacher ____________________ State Assignment ______________

Please respond to each of the following items in terms of what you expect to find as you follow the migrant children this summer. All teachers should complete this scale, regardless of whether they have participated in the program before or not.

On a scale ranging from 1 to 4, please rate your expectancy of each item by circling the appropriate number.

Family Context	Poor	Fair	Good	Excellent
1) Adequate housing for family size	1	2	3	4
2) Sanitation Facilities	1	2	3	4
3) English Spoken	1	2	3	4
4) Supply of newspapers, magazines, and books	1	2	3	4
5) Home surroundings (yards, streets, etc.)	1	2	3	4
6) Adequacy of food	1	2	3	4
7) Adequacy of clothing	1	2	3	4
8) Overall living conditions	1	2	3	4
9) How does number 8 in the states to be visited compare to overall living conditions in Texas?	1	2	3	4

Social Context	Never	Seldom	Frequently	Always
1) Family involvement in local church	1	2	3	4
2) Involvement with local (non-migrant) children	1	2	3	4
3) Family participation in community activities (Membership in organizations, use of recreational facilities, etc.)	1	2	3	4
4) Family use of community welfare resources (Food, clothing, health, money, etc.)	1	2	3	4

Employment Context	Poor	Fair	Good	Excellent
1) Adequacy of pay	1	2	3	4
2) Working conditions (adults)	1	2	3	4
3) Working conditions (children)	1	2	3	4
4) Stability of employment	1	2	3	4
5) Members of Family working	¼	½ or less	½ or more	all
	1	2	3	4

School Context	Poor	Fair	Good	Excellent
1) Suitability of school program for migrant children (placement of child, level of work, etc.)	1	2	3	4
2) Preparation of teachers for migrant children	1	2	3	4
3) Use of bilingual teachers	1	2	3	4
4) Curriculum materials appropriate for migrant children	1	2	3	4
5) Appropriate library books and supplementary materials for migrant children	1	2	3	4
6) Pre-school and nursery facilities	1	2	3	4
7) Hygiene facilities (showers, etc.)	1	2	3	4
8) Hygiene instruction (personal hygiene, diet, etc.)	1	2	3	4
9) Attendance of migrants	1	2	3	4
10) Assigned states' Migrant Program compared to Texas' programs	1	2	3	4

Individual Context	Never	Seldom	Frequently	Always
Do you feel that:				
1) Most migrant parents encourage the school attendance and academic achievement of their children?	1	2	3	4
2) Most migrant children feel that going to school is important to them personally?	1	2	3	4
3) Most migrant children look forward to going to school?	1	2	3	4
4) Most migrant children actively participate in the classroom?	1	2	3	4
5) Most migrant children feel accepted by their teachers?	1	2	3	4
6) Most migrant children experience some success in these programs?	1	2	3	4

Individual Context (Cont'd)	Never	Seldom	Frequently	Always
7) Most migrant children react to failure in school passively?	1	2	3	4
8) Most migrant children react to failure in school aggressively?	1	2	3	4
9) Most migrant children feel a part of the school and community?	1	2	3	4
10) Migrant children from Texas act differently when they are in the visited states? If so, how? Why?	1	2	3	4

Where regular summer school sessions are being conducted in conjunction with summer migrant programs, do you feel that:

	Never	Seldom	Frequently	Always
11) Migrant students feel that they are accepted by regular (non-migrant) students?	1	2	3	4
12) Migrant students feel that they are accepted by regular teachers	1	2	3	4
13) Migrant students interact with regular students	1	2	3	4
14) There are planned activities to facilitate this interaction?	1	2	3	4

Please answer the following questions briefly but specifically:

1) What do you expect to accomplish in this program?

2) What do you expect to be the greatest difficulty in working with migrant children this summer?

3) What do you expect to be the greatest difficulty in working with teachers from other states?

4) How do you expect these programs for migrant children to differ from those conducted in Texas?

5) Please briefly describe any other expectations of the program and/or its participants.

APPENDIX C

TEXAS MIGRANT INTERSTATE COOPERATION PROJECT
1967

Person Making Rating ____________________ Teacher ____________________

Position ________________________________

INSTRUCTIONS: Please respond to each item on the rating scale by circling the appropriate number. Feel free to use the reverse side of this sheet for additional comments on any item or general remarks. At your earliest convenience, please return this form to the Evaluation Section, Division of Compensatory Education, Texas Education Agency, Austin, Texas 78711.

	Never	Seldom	Frequently	Always
1. Was this teacher well informed about the general aspects of migrancy?	1	2	3	4
2. Was he able to differentiate between the migrant situation in Texas and that of the migrants in your state?	1	2	3	4
3. Did this teacher relate to these children on a personal and empathic level?	1	2	3	4
4. Did he display a comprehensive understanding of the background of these children?	1	2	3	4
5. Did this teacher positively influence the school attendance of the migrant children with whom he came in contact?	1	2	3	4
6. Was this teacher friendly and cooperative with the teachers of your state's migrant program?	1	2	3	4
7. Was he an effective participant in the inservice training (workshops, laboratory teaching situations, classroom visitations, etc.)	1	2	3	4
8. Did he present materials which were useful in your migrant school program?	1	2	3	4
9. Did this teacher suggest any procedures which proved effective with these children?	1	2	3	4
10. Was he receptive to suggestions and ideas from teachers in your state?	1	2	3	4
11. Generally speaking, was the experience and information he brought with him valuable to the effectiveness of your state's migrant program?	1	2	3	4
12. Did this teacher help promote record transfers among these districts?	1	2	3	4

(over)

	Poor	Fair	Good	Excellent
13. How would you personally evaluate the outcome of this year's Interstate Project?	1	2	3	4

A. If the Interstate Project is operated in a like manner next year, would you participate? Yes__________ No__________

B. Please briefly cite the effects, both positive and negative, of this project.

PART III

EVALUATION OF MIGRANT COMPENSATORY EDUCATION PROJECT

Prepared by
Evaluation Section
Division of Compensatory Education
Texas Education Agency

October 1967

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INTRODUCTION

The Migrant Compensatory Education Project (MCEP) is a pilot attempt, through the coordination of many available resources, to demonstrate the feasibility of decreasing the migrant stream of agricultural workers and their families and eventually, through education, of removing them from the cycle of poverty associated with migrancy and into the mainstream of American society. More specifically, the experimental project conducted in three states and involving one thousand migrant children is a multi-agency approach to solving the problem of the high dropout rate of migratory children as they reach the junior high level. Although primarily designed to educate and train teen-aged children of migratory workers, an important aim of the program is parental participation and family rehabilitation. Funded by three federal agencies (Department of Health, Education, and Welfare; Office of Economic Opportunity; and Department of Labor), the program demonstrates how federal, state, and local coordination can better serve the needs of the migrant family.

In conceptualizing the Project, the U. S. Office of Education identified a combination of factors said to work against the migrant child so that he rarely reaches the junior high level.

> Lack of educational continuity - A migrant child will often attend as many as eight different schools each year.
>
> Language difficulty - Approximately 75 percent of migrants are Spanish-speaking people. There is a great shortage of bilingual teachers to communicate with these children.
>
> Need for money - The migrant child, by the time he is ten, is capable of earning $3 to $15 per week in the field. His family desperately needs this money in order to survive.
>
> Community Apathy - The parents of migrant children, because of lack of communication, are sometimes hostile or apathetic toward the school. Communities where migrants attend school are often disinterested in the educational problems of migrants.
>
> Environmental difficulties - Because of a lack of understanding about homemaking, sanitation, and general health concepts combined with an overall poor atmosphere for homework, the migrant child is not prepared to successfully handle academic work.

Frustration - By the time a child reaches the fifth grade level, a combination of the above factors plus a seemingly usless curricula that leads to no visible future frustrates the child to the extent of his leaving school.

United States Office of Education estimates indicate that there are approximately 150,000 - 200,000 children of migrant adults in the United States who will have neither the opportunity nor the ability to secure better jobs than their parents hold. It has been estimated that within ten years due to farm mechinization the "migrant streams" as we know them now will "dry up" and many of these children will become unemployed persons living in rural slums and supported by public funds.

Three demonstration projects in three different homebase states (Texas, California, and Florida) directly involving 1000 migrant children were undertaken. As delineated in the U. S. Office of Education proposal, the Project was to:

- Provide financial assistance to the family through adult migrant programs to compensate for loss of income caused by child's participation in MCEP.
- Provide community-school contact so that understanding and communication can be maintained
- Provide health, sanitation and homemaking assistance for the child as well as the family
- Allow the child to become involved, stimulated, and motivated in a school curriculum that meets his interests and needs
- Encourage esprit de corps so that the child will obtain a feeling of pride and identity while enrolled in the Project
- Offer a useful, interesting, and rewarding "work-experience" program
- Provide specialized, and where necessary, bilingual teachers that will know and understand the problems of the child and his culture
- Allow the child to complete high school, receive a diploma, and if he has the ability, continue on to college or technical training, or to a vocational position

During the winter of 1966, plans were made including the selection of Texas, California, and Florida as participants with each allocated approximately 333 students. The educational component of the experimental program was designed to provide education and training for migrant children aged 14 - 21 and to help support their families while they trained in the three homebase stated involved. This financial support to participants, provided by wages resulting from Neighborhood Youth Corps employment, was furnished youngsters to free them from the necessity of migrating to supplement family income.

Educational, health, and social services were to be provided in the form of basic and remedial education, occupational training, vocational rehabilitation, health and food services, and economic support. Funding was primarily through the U. S. Office of Education, the Department of Labor, and the Office of Economic Opportunity; the program was to be operated by state and local educational agencies. The basic federal programs and agencies involved included Neighborhood Youth Corps of the Department of Labor; Manpower Development Training Program of the Department of Labor and the Department of Health, Education, and Welfare; Department of Health, Education and Welfare's Welfare Administration and Office of Education; and Community Action Project of the Office of Economic Opportunity. Although assistance was provided by federal and state agencies, direct administration of the Project was the responsibility of the local agencies.

THE MIGRANT COMPENSATORY EDUCATION PROJECT IN TEXAS. The development of the Migrant Compensatory Education Project in Texas was initiated with a meeting in Dallas, Texas, January 20, 1967. Agencies represented in this meeting included the Texas Education Agency; Department of Health, Education and Welfare; State Department of Public Welfare; U. S. Department of Agriculture; Public Health Services Bureau; Texas Health Department; and Tutorial Assistance Centers.

Accepting the role of implementing the experimental program in Texas, the Texas Education Agency called a meeting in Edinburg, Texas, February 3, 1967, to explain the details of the Project to officials of school districts participating in the complete program of the Texas Project for the Education of Migrant Children.[1] Rio Grande City Consolidated Independent School District and Laredo Independent School District ultimately expressed interest in the Project and were accepted as applicant schools.

To provide educational opportunities for educationally deprived migrant youth, several changes in the regular school program were proposed, including:

Changes in Program

- Revising the secondary curriculum to meet individual needs of all students
- Revising the elementary curriculum to
  - Improve the effectiveness of teaching basic skills
  - Provide cultural enrichment experiences
- Providing part-time employment for students when such employment may enable the student to continue his schooling
- Broadening all extra-curricular activities so that all students may have the opportunity to participate
- Making substantial improvement in the field of vocational education in terms of curriculum, facilities, and scheduling to prepare students for future employment

Changes in Pupil Practices

- Strengthening the personal, vocational, and educational counseling service offered individual students
- Providing educational choices which are more nearly attuned to the needs of each student
- Identifying less abled students early in their schooling
- Maintaining additional and uniform school reports and records which will permit full resources of the school and community to be brought to bear on the problems of each student

Changes in Administrative Practices

- Forming a project staff to furnish leadership in working with the Migrant Compensatory Education Project
- Providing better opportunities for learning by

---

[1] The 20 school districts participating in the 1965-66 Texas Project for the Education of Migrant Children and represented at the meeting were Brownsville, Cotulla, Crystal City, Donna, Eagle Pass, Edcouch-Elsa, Edinburg, Harlingen, Laredo, McAllen, Mercedes, Mission, Pharr-San Juan-Alamo, Poteet, Raymondville, Rio Grande City, Robstown, San Benito, Santa Rosa, and Weslaco.

- .. Revision of scheduling procedures so as to meet the needs of each student
- .. Provision of a more favorable pupil-teacher ratio in selected subjects
- .. Coordinating the program with all youth-serving agencies

Changes in School-Community Relations

- . Cooperating with community educational, social, and recreational programs
- . Obtaining cooperation of parents and others in working with potential dropouts
- . Working with all community agencies to encourage students to stay in school
- . Utilizing all news media to focus attention on the program

Changes in Instructional Practices

- . Continuing teacher in-service programs to increase the holding power of the school
- . Emphasizing the importance of teaching all students regardless of their cultural background

The program developed in Texas for the selected 7-12 grade migrants began March 10,1967. In addition to attendance in the regular academic school program, the in-school component of eleven weeks duration provided supplementary instructional materials; free lunches; medical examinations and adequate follow-up treatment; and, along with the regular Neighborhood Youth Corps students, one hour of guidance and counseling daily. A three hour NYC work experience program was provided on Saturday mornings for participants of both schools. In addition, each of the 333 participants was enrolled in the Neighborhood Youth Corps portion of the Program, with work experience limited to fifteen hours weekly at the minimum wage (presently $1.25 hourly).

SUMMER COMPONENT OF THE MIGRANT COMPENSATORY EDUCATION PROJECT. The thirteen week summer portion of the Migrant Compensatory Education Project was implemented June 5, 1967. Students were grouped according to ability and achievement, thus creating an ungraded classroom situation with the teacher-pupil ratio in all academic areas not exceeding a 1-15 proportion. The summer program was eight hours daily and five days weekly for a total of 40 hours per week. Each day the students received:

- One hour of developmental English Language Arts with emphasis on oral language and reading
- one hour of mathematics emphasizing development and strengthening of fundamental concepts
- one hour of physical fitness and recreation
- one hour of tutoring and counseling placing emphasis upon study habits, work habits and future occupational selection, individual guidance and counseling, individual tutorial assistance in areas of weakness, and library experiences
- two hours of vocational occupation training
- two hours of actual work experience

During the summer portion of the Project, each participant received compensation at the rate of $1.25 hourly for thirty of the forty hours weekly. Students were credited with 30 minutes work time for each hour of class attendance.

SUPPORTIVE SERVICES. In addition to the academic course work and vocational work-experience, the Migrant Compensatory Education Project provided supportive services. A counselor and social worker were employed by each district to provide professional attention to enrollees and their problems and to assist in adjustment difficulties and rehabilitation when necessary. Because of deficiencies in the areas of health care and nutritional needs, free lunches were provided as were medical, dental, and optical examinations including appropriate follow-up treatment.

PARENTAL PARTICIPATION. Although focused primarily upon the children, the program also provided for parental participation. The involvement of parents was considered necessary (1) to encourage the entire family to remain during the ensuing project rather than to leave, taking their children out of the Project and with them to seek employment during the Northern harvests and (2) to communicate to the often apathetic, indifferent parents the importance of an education for these students. Through cooperation with other agencies, the adults were involved in training programs under the Manpower Development Training Act and the Adult Migrant Education Project, both providing financial support for education and work-experience and training. Employment and welfare and social services were provided as were home visits, parent meetings, and parental enrichment classes. The eventual goal is family rehabilitation and environmental improvement in an attempt to stabilize the mobile families, and establish them as permanent, self-supporting members of their communities.

SCOPE OF THIS REPORT. The Migrant Compensatory Education Project consists basically of three integral components:

- Title I Migrant Amendment component providing educational, aptitude, and ability development for participating students
- Neighborhood Youth Corps component providing salaried work experience and orientation
- Adult Migrant Education component providing adult education and training

Because the Project is a new, experimental approach to the educational problems of migrant children, careful evaluation was considered imperative. The educational component of the Migrant Compensatory Education Project was a testing ground for curriculum innovation, individualized teaching strategies, program and material development, guidance practices, pupil personnel services, vocational education, and leadership training for future expansion of the Project.

It is to be expected that the results of this pilot program will strongly influence efforts in the entire migrant educational endeavor. As a result, the Texas Education Agency accepted the responsibility of coordinating an evaluation of the Project's educational component funded by the Title I Migrant Amendment. Both of the local schools were responsible for providing a plan of evaluation for the Project as well as a staff member for coordinating evaluation efforts. In addition, an evaluation consultant from the Evaluation Section of the Division of Compensatory Education of the Texas Education Agency was assigned to the Project to design and implement an adequate plan for evaluation, to assist local school evaluators, to serve as an independent observer in process evaluation, and to coordinate the efforts of the two participating school districts.

The report is limited in scope in that it pertains only to the educational component funded by the Title I Migrant Amendment; there is little or no attempt to collect or analyze evidence appropriate to assess the effectiveness of the Adult Migrant Education Component or the Neighborhood Youth Corps component. There was an attempt to gather as systematically and objectively as possible, relevant data pertaining to instruction, methodology, and strategy employed to reach the educational objectives outlined in the Project application.

CURRICULUM

Once the Migrant Compensatory Education Project was approved, one of the major tasks was the development of a summer curriculum. A director and several consultants of specialized areas were selected from the Texas Education Agency staff to assist in planning a curriculum to attack the basic educational difficulties encountered by migrant children in the academic areas of the regular school program. This task force first reviewed the major objectives of the program as outlined in the application of the Project:

- To alleviate the high dropout rate of migrant children
- To encourage migrant families to leave the migrant stream
- To prepare migrant children and their families to become permanent self-supporting residents
- To provide meaningful vocational and academic training for both parents and children
- To provide improved helath services for the children and their families
- To implement counseling and guidance services for the children and their parents
- To make available sufficient financial assistance for both children and parents so they may participate in the project
- To involve the entire community in order that the objectives can be accomplished

The problem then was to achieve these ambitious, all encompassing objectives through the medium of the curriculum. To avoid the development of a negative attitude toward school, the aim was an innovative curriculum designed to meet the needs of each individual student and to gain the interest of each. The subsequent result was A Pilot Curriculum Outline for Grades 7-12 to be Used in the 1967 In-School Summer Portion of the Migrant Compensatory Education Project.

Previous surveys have identified English language arts and mathematics as the major areas of curriculum difficulty for these students. Therefore, the curriculum developed provided for extensive study in these areas as well as allocated time for guidance and counseling, vocational occupational orientation, and health and physical education. The curricular outline was not intended to be rigid and inflexible but as a guide to be adapted and revised as necessary by the component teachers at the local level in meeting the particular needs of the program's enrollees.

CORRECTIVE ENGLISH LANGUAGE ARTS. As noted previously, one of the basic achievement deficiencies of these students was the area of English language arts. Therefore, the Pilot Curriculum Outline provided for one hour daily for a total of 65 hours of instruction in Corrective English Language Arts during the summer portion of the Project. Provisions were made for grouping students according to ability, for small group instruction (no more than 15 students per teacher at any one time) and for individualized instruction (each beginning at his own academic level of development and progressing at his optimum rate). The underlying concept of the language arts portion of the Project, as outlined in the Pilot Curriculum, was to provide developmental, corrective, and/or remedial instruction for each student according to his particular needs.

LANGUAGE EXPERIENCE APPROACH. In approaching the English language arts course, a fairly innovative technique was proposed for these students, grades 7-12. Rather than being restricted to a specific basal series or reading program, this course was organized around identified interest areas of the students and employed the use of the Language Experience Approach as the basic method of instruction.

The Language Experience Approach has been used rather extensively with younger children in developmental language but is relatively new in use for attempting corrective or remedial language arts instruction for secondary level students. It attempts to develop a sequential order of listening with understanding, speaking,reading, and finally, writing.

The Language Experience Approach was chosen as the basic method of instruction because of its several distinct advantages:

- Since the material used for reading comes from the discussions of the students themselves, the vocabulary will consist of words with which they have had experience.
- Since the reading materials come from discussions of the students they will consist of topics in which the students have definite interests.
- Since the students themselves are responsible for the development of the materials, the students should feel a definite pride in and motivation toward reading materials which they have "authored."
- Perhaps the fact that the language experience approach is unfamiliar to the students will be its strongest quality. Since students have just completed a full academic year of school work in which traditional teaching methods were employed, the language experience approach will provide a refreshing change of pace for both students and teachers.

The curriculum developers felt that with use of the Language Experience Approach, content should be at both the interest and experiential level of the Project participants. In order to determine topics of interest, meetings were held with the students selected for participation to discuss the program and teachers in the participating schools were asked to submit topics they thought would be of interest to the students. Based upon these recommendations, the following lesson units were suggested:

- Local Color and Local Resources
- Mexican-American Heritage
- Family Relations and Teen Problems
- Health, Sickness, and First Aid
- Professions and Occupations
- Viet Nam
- Communications
- Reading for Pleasure
- Additional or Other Topics

Without the use of texts, the lesson planning was primarily placed upon the initiative and resourcefulness of the individual teacher. The English language arts teachers unfamiliar with the Language Experience Approach were provided in-service training by Texas Education Agency consultants to acquaint them with this method of instruction. A two-hour meeting was held May 29,1967, for the three English language arts teachers in Laredo, and on May 30, 1967, the same two hour session was conducted in Rio Grande City for its three English language arts teachers. A detailed explanation of the use and purpose of the Language Experience Approach was presented. Included was a demonstration of a sample lesson developed following the Language Experience Approach as well as a discussion of appropriate materials. It was emphasized that the materials chosen should be related to the students' interests and contain a vocabulary content appropriate for the students' level of achievement. Furthermore, primary emphasis was to be on materials developed by the students themselves.

However, as the summer portion of the Project progressed, observation and reports of the school districts indicated a gradual shift from the Language Experience Approach of teaching English language arts to the more traditional lecture orientated approach; the proposed Language Experience Approach was not used as extensively as anticiapted. Reasons for this return to a more traditional, text orientated and programmed instructional approach might possibly relate to:

- a feeling of uneasiness on the part of teachers attempting to employ this completely different, unfamiliar method of teaching English language arts
- lack of extensive, sufficient in-service preparation in this area
- no experience in organizing lessons around the Language Experience Approach
- no provision of a model to follow
- adherence to traditional textbook approaches
- inability to invision a shift in teacher role from that of performer before the group to a guide for active student participation

- emphasis not on mere enrichment but on improving performance on standardized testing for the purpose of receiving credit for the course

This does not indicate that the Corrective English Language Arts course did not meet the objectives of the Project, but merely that the proposed Language Experience Approach was not the basic method of instruction used nor was it used to a sufficient extent to properly evaluate its appropriateness or effectiveness. The majority of English language arts teachers did involve the students in classroom discussion and participation, but not to the extent anticipated nor to the adherence of the basic principles of the Language Experience Approach.

As discussed in the Section on Measurement, little progress was indicated by standard test scores in areas relating to direct involvement in the English language arts course. However, teachers reported that the participants made more progress than indicated by the test scores and attributed this progress to (1) limited class size, (2) individual attention given by both teachers and tutors, (3) close student-teacher relationship, and (4) the non-graded class situation resulting from grouping according to ability level. Student successes noted by the English language arts teachers as well as most other instructors associated with the project were observed to be:

- gains in self-image and self-confidence
- better communicative skills (more responsive and participation)
- scholastic improvement
- responsibility in handling money
- improved attitude and behavior
- increased reading speed and comprehension
- pride in his culture and heritage
- desire to improve economic status and way of life

In addition to teacher observation, written work and compositions, tests, and weekly anecdotal records were devices used to determine and evaluate change in student progress and development.

Teachers were asked to report equipment and materials of significant assistance in the Project and which seemed exceptionally suitable for migrant students. Again indicating the shift to a relatively traditional approach to instruction, they listed films, filmstrips, tapes, records, programmed grammer instruction, use of guest speakers, reading series, word and reading kits, overhead projector, and controlled reader. Most of these indicate multi-audial visual approach which did, perhaps, prove of interest to the students. But only one teacher mentioned students' work developed through the Language Experience Approach as effective "material" employed. English programmed instruction and reading machines were given priority as being of significant assistance. These were effective in enabling the student to work at his own optimum level and in eliciting a sense of achievement and accomplishment. Since the standardized test results do not indicate any significant gains in total reading ability as a result of the traditional techniques, further research is indicated. As an alternative, control groups and situations might be developed. One group could be exposed exclusively to the Language Experience Approach; another, to the traditional text-orientated method; and perhaps a third to a combination of the two. Such an arrangement might more accurately determine the better instructional approach in meeting the educational needs of the Mexican-American Migrant student.

CONSUMER MATHEMATICS. The mathematics course of the summer component of the Migrant Compensatory Education Project as outlined in the Pilot Curriculum was aimed at "pointing up the practical mathematics needed by a family in everday living" and at developing skills in computing business problems to provide a basis for exercising judgment of monetary values and relationships." Drawing from the concepts underlying both Consumer Mathematics and Business Arithmetic, the mathematics component of the Project provided 65 hours of developmental instruction beginning at the mathematical level of each student as diagnosed by testing. As in English language arts, small group instruction (not more than 15 students per class) and individualized instruction (beginning at each student's stage of mathematical development and progressing at his individual optimum rate) was provided. The unifying concept of the Consumer Mathematics course, as outlined by the curriculum guide, was the teaching of mathematics as a tool that may be used in solving consumer problems of particular interest to these students. The curriculum guide suggested topics and consumer problems for possible adaptation by the individual teacher in designing a mathematics course to meet the needs of the Migrant Compensatory Project participants.

The curriculum committee proposed the following topics for consideration:

- Managing Income
- Consumer Credit
- Taxation
- Banking
- Savings
- Transportation
- Small Business
- Measurements

There being no state adopted textbooks for a course of this nature, material development was at the discretion and initiative of the local teacher. Each began with a review of basic mathematical principles and progressed, adhering rather strictly to the proposed curriculum, at the optimum level of each group and of each individual within that group. The advanced groups were able to cover more material in greater detail than that of the slower groups; however, each participant secured remedial mathematical instruction and a basic survey of consumer topics with related methods of mathematically solving the particular consumer problems.

The content of the course proved relatively innovative but the instructional method was rather traditional. The slower groupings of students were allowed extensive time in math fundamentals with the use of programmed materials and workbooks. This gave the students an opportunity to progress at their own speed and provided a record of their progress. Once the basic principles of math were mastered, the students moved on into the consumer mathematics portion of the course with experience at solving practical, everyday problems in an experience approach, somewhat comparable to that attempted by the English language arts classes. The majority of enrollees possessed a poor mathematical background and still poorer background in the English language and in experiential development. Therefore, the math teachers correlated language development with the teaching of mathematics. For the slower groups, tools and objects unfamiliar to the participants were incorporated in the math problems. The student would first have to identify the object from a picture before proceeding to work the problem related to that object. The enrollees at Rio Grande City were taken to Six Flags Amusement Park for a field trip providing them with the incentive to work problems on distance, speed, time, food, and gasoline. In addition, students planned individual and family budgets; worked problems concerned with earnings and deductions; dealt with concepts and problems of installment buying, borrowing money, record keeping, banking, savings, and taxation. For each, the attempt was for a learning experience involving familiar situations.

One of the major problems of the Consumer Mathematics component was the excessive amount of time required for teacher preparation. Since this was a new course for most of the instructors, and because there are no state-adopted textbooks for consumer mathematics, teaching materials had to be collected, developed, and reproduced. The teachers, however, reported little or no difficulty in locating resource material for topics related to or contained in the

Pilot Curriculum Outline provided by the Texas Education Agency. The curriculum guide was judged satisfactory by the mathematics teachers, although they felt it did not meet the wide range of abilities existing between the lower and upper groups; they expressed a need for additional instructional guidance in basic mathematic fundamentals for the weaker students and provisions for more advanced mathematics for the older more advanced participants. More care should be exercised in the grouping of students. Instead of using a composite achievement test score as the basis, it was felt that the subtests dealing with mathematical ability should be employed in grouping participants for the math classes.

Standardized test scores, as discussed in the Section entitled Measurement, indicated substantial progress in the areas of mathematics. In Laredo, the Science Research Associates (SRA) Achievement Series administered to students in grades 7, 8, and 9 with a testing interval of four months reflected positive mean grade equivalent increase of .7, .7, and .9 respectively in the total arithmetic subtest. There was also slight movement from one quartile to the next higher quartile. The Iowa Test of Educational Development (ITED) administered to grades 10 and 11, however, indicated a slight loss between pre and post-testing in the area of quantitative thinking. The California Achievement Test, administered on a pre and post basis to 119 of the Rio Grande City participants, reflected improvement in arithmetic for approximately 70 percent of the students tested. Twenty-four percent of those tested in both April and August indicated gains of more than 1.0 grade equivalent in their total arithmetic scores. Additionally, nine students were reported as beginning the summer project at nationally normed mathematical grade-level, and post-test grade-equivalent scores indicated 16 students to be at grade-level in mathematical skills.

The teachers also reported that the student work and periodic test scores indicated substantial progress. Anecdotal records kept on each student also represented improvement in attitude and behavior. The negative and sometime fearful attitude that some students had toward math and education in general was reported lessened and self-image, improved, because in the ungraded classroom situation they were competing with "equals".

PHYSICAL EDUCATION AND RECREATION. The Physical Education and Recreation portion of the summer Project was designed to create interest among the students Objectives of the course were:

- To teach proper health habits
- To instill an appreciation of physical fitness
- To provide adequate facilities for proper grooming
- To teach team spirit and cooperation
- To provide worthwhile carry over activities which will be of value in later life

In addition to providing relaxation from the academic portion of the Project, the Physical Education and Recreation course was also intended to offer beneficial learning experiences. Activities suggested by the Pilot Curriculum Guide included football, baseball, basketball, soccer, track and field, volleyball, tennis, water safety and aquatics. Other games requiring small groups such as badminton, table tennis, rope jumping, and tether ball were recommended, as was instruction in physical fitness to include apparatus work, tumbling, weights, exercises, and running. Emphasis, too, was upon rhythms with recommendations that each participant be included in a rhythm program of exercises, singing games, and dancing.

Because of the 13-week duration of the Project, a selection from the above mentioned activities was made by the two school districts. Emphasis in both was upon swimming and water safety.

Laredo Independent School District acquired the use of the city's standard olympic-size swimming pool to which the students were transported daily by bus. The swimming classes were taught by certified Water Safety Instructors. The majority of participants were non-swimmers and some were even afraid of the water. Each was taught water safety rules and proper swimming procedures. The students were tested periodically and grouped according to their ability to perform in the water. The American Red Cross swimming test was administered to the Laredo Participants. Of the 183 students participating in the Project, practically all acquired at least a minimum skill in water safety and almost half of the students progressed to the intermediate swimmer level status. The swimming portion of the course culminated in a swimming meet and aquatic demonstration attended by approximately 450 parents, relatives, and friends. An instructor reported that learning to swim not only gave the Migrant Compensatory Education Project participants a feeling of achievement, boosted their egos, taught proper behavior at the pool, and helped in practices of cleanliness and grooming, but most importantly of all gave them a feeling of belonging. Students who had never attended the public pool now experience enough confidence and security to attend during weekends and after school for recreation.

RESULTS OF THE AMERICAN RED CROSS SWIMMING TEST IN LAREDO'S MIGRANT COMPENSATORY EDUCATION PROJECT

176 students passed the ARC Beginners Swimming Test
90 students passed the ARC Advanced Beginner's Test
62 students passed the ARC Intermediate Swimmers Test

Rio Grande City Consolidated Independent School District offered swimming to the Migrant Compensatory Education Project participants on alternate days at the swimming pool located on the school grounds. Title I swimming instructors were utilized. Because of crowded facilities due to several summer projects operating simultaneously on the campus there were some limitations in use of facilities and equipment. However, successful scheduling was accomplished with students alternating daily between the gymnasium and swimming pool.

Physical fitness exercises and rhythmic activities were also stressed. A physical fitness test administered in Rio Grande City at the beginning and at the end of the program indicated a marked improvement, especially in the upper and lower extremities of the body. Improvement in the fitness of abdominal muscles was only slight. Teacher observation noted a "remarkable change" in attitude, cooperation, and self-confidence. Gains were also reported in height and weight from June to August.

The AAHPER Physical Fitness Test was administered on a pre and post basis to the participants in Laredo indicating:

- Thirty percent weight improvement
- Five percent weight loss
- Sixty percent ability improvement
- Forty percent arm power improvement
- Sixty-five percent speed improvement
- Fifty-five percent leg power improvement
- Seven percent abdominal muscle improvement

In addition to swimming and physical and rhythmic activities, Laredo offered archery, square dancing, tennis, and team sports including touch football, soft ball, basket ball, and volleyball. Rio Grande City included badminton, gymnasium bowling, folk dancing, square dancing, basketball, volleyball, German baseball, softball, and track and field activities. Both school districts involved postural improvement activities as well as health and grooming pointers.

The result of the Physical Education and Recreation component was improved physical performance and positive gains in behavior and attitude. The migrant students, not always having an opportunity for competive participation during the regular school year, welcomed the chance to participate. They were introduced to sports and activities they had not known and offered the opportunity of successful participation and achievement. A positive attitude toward them and group participation developed. Scoring, especially in bowling, offered the opportunity to practice mathematical skills.

Physical education and recreational facilities provided by each of the school districts were exceptionally good. In addition to the swimming pools, large gymnasiums, courts, playing fields, and shower facilities were available.

Because of limited time, only a brief introduction to a few of the recreational activities could be achieved. Since the swimming activity was emphasized most of the 13 weeks, students continuing in the Project should be introduced to other activities. Instructors recommended that increased emphasis be given to individual sports since team sports are stressed during the regular school year. They suggested, too, the inclusion of more intramurals and sports meets because "these students thrive on competition."

VOCATIONAL OCCUPATIONAL ORIENTATION. During the summer program, the Migrant Compensatory Education Project participants were involved two hours daily in Vocational Occupational Orientation. Experience has established that extensive training is required for students to gain necessary vocational skills needed to earn a livelihood. Therefore, it was assumed impractical to expect the Project participants to acquire salable skills in 130 instructional hours. So as not to create a false hope for employment after completion of the 13-week summer program, the course involved pre-vocational or occupational orientation with a general objective of "helping students develop plans regarding their occupational and educational futures."

Specific objectives of the course as outlined by the Pilot Curriculum were:

- To help students learn to appraise their own interests, aptitides, personalities and skills in relation to a vocational opportunity.

- To help students gain a firsthand knowledge, understanding, and appreciation of the world of work.
- To help students understand the basic processes in and the importance of human relations in earning a livelihood.
- To develop in the students limited skills in the occupational area in which they are enrolled.

The course included two major sub-divisions: personal adjustment and skill training. Personal adjustment included such topics as job applications, personal finances, grooming, clothing, personality traits (including cooperation with others, self-confidence, character development, leadership, etc.), vocational guidance, aptitudes, and personal hygiene. Skill training was intended to allow the students to experience the actual working conditions of the trade and to serve to stimulate curiosity for additional training.

The selection of occupational areas was dependent upon available space and equipment as well as interest of the students. Both Project school districts emphasized the personal adjustment component of the course but allowed experience in sewing and food preparation and service for the female participants and automobile mechanics and building trades for the male enrollees.

Because textbooks were not available nor an elaborate course of study outlined, course content and lesson planning was at the discretion of the individual instructor. Presentation was suggested to include methods that were practical and that required maximum participation. Techniques proving noteworthy in the Vocational Occupational Orientation course included:

- Demonstrations by the instructor
- Group participation
    - Class and group discussions
    - Class reports on vocations of interest
    - Skits
    - Style show
- Field trips (visit to local businesses and industries)

- Guest speakers
- Illustration (films, filmstrips, slides, overhead projectors, posters, bulletin board displays)
- Printed materials (mimeographed materials, pamphlets, booklets, employment application forms, selected references)
- Limited application of skills (in the foods lab, sewing lab, mechanic shop, and wood-working shop)
- Testing and follow-up

The major means of measurement included periodic teacher-made tests and observation. Teachers reported increased class participation and greater interest in learning. Student vocabulary and use of business terminology also increased during the summer Project. Changes in physical appearance were noted and attributed to improved grooming and health habits. The students indicated pride in their accomplishments. General outlook was reported improved as students became more aware of vocational opportunities and educational needs. The Vocational Occupational Orientation course assisted the enrollees in better understanding and more realistically looking at themselves and the need for vocational and educational planning.

SUPPORTIVE SERVICES

Special supportive services in addition to the academic and work-experience programs were included in the Migrant Compensatory Education Project to better meet the needs of the migrant participants. These services necessitated each district's employing a counselor, a social worker or visiting teacher, and a nurse.

HEALTH SERVICES. One aim of the Project was to provide improved health services for the participants and their families. The Project provided $12 per student in Laredo and $11 per student in Rio Grande City for medical examinations and $8 per student in both school districts for medical follow-up. The Laredo Independent School District was successful in employing the services of a nurse for the duration of the summer program. The Rio Grande City Consolidated Independent School District sought but was unable to hire a qualified person full-time for the position.

The health component of the Project provided for general physical examinations as well as eye, dental, and hearing examinations and subsequent appropriate follow-up. Through these examinations, illnesses and deficiencies that were progressing without recognition were discovered, diagnosed, and treated.

Laredo Independent School District reported "complete cooperation among the local physicians, pharmicists, health department, and civic clubs in providing the best health care and preventive medicine to the MCEP enrollees." The following tabulations indicate by category the number of children screened and treated and the approximate cost of these services. The costs given are accurate as of September 7, 1967 with many medical bills still outstanding and some follow-up treatment pending.

The following table is a general summary of the physical examinations made in both school districts.

GENERAL SUMMARY OF PHYSICAL EXAMINATIONS AND MEDICAL SERVICES PROVIDED AS A PART OF MCEP

	Rio Grande City	Laredo
Physical Examinations		
Number given screening examination by nurse	90	187
Number given screening examination by doctor	120	0
Referred for further treatment	24	36
Eye Examinations given	7	187
Referred for further eye examinations	7	20
Glasses Provided	5	11
Number given Dental Examination (Basic Screening)	30	187
Number referred for treatment	30	17
Number given basic hearing examinations	0	187
Number referred for treatment	0	7
Total Cost (excluding nurse salary)	$2,795.76	$1,321.94

HEALTH EDUCATION. As a part of the curriculum of the vocational component of the Migrant Compensatory Education Project in Laredo, the enrollees received instruction in health education. A counselor from the State Department of Public Health assisted in carrying out this segment of the program. Various pamphlets were ordered from the Health Department and discussed in class by the teachers. The girls were instructed by female teachers and the boys, by male teachers. This separative aspect of the program afforded a better opportunity for extensive discussion of health education, disease, and personal grooming. The health and physical education departments were concerned mostly with physical fitness but different phases of health education were discussed.

CLOTHING. Both participating school districts were approved $8 per student for clothing. Rio Grande City provided all 150 of the participants with T-shirts , blouses, shorts, gym shoes, and socks for the physical education component of the Project. This was done for a total cost of $813.96.

The 183 enrollees in Laredo were furnished tennis shoes and gym suits necessary for participation in physical education classes. In addition some of these students received school clothing. From the home visits made by the nurse, participants were selected according to need. Seventeen boys received approximately $8 each in clothing such as pants, shirts, T-shirts, socks, and shorts. Twenty girls also received $8 of clothing each including such items as blouses, skirts, slips, socks, and undergarments suitable for school wear. About 15 girls' swim suits were purchased. Total cost of clothing in Laredo was $1,388.

HOME VISITATION. Home visitation was an important aspect of the project both as a means to express to parents the aims of the summer program and educational attainment in general and to assist students in problems found to contribute to their scholastic underachievement and to their inadequate adjustment. The majority of these visits were made by the social worker and nurse of each school district.

Laredo reported 63 initial home visits by the nurses. The following tabulation indicates the number of these visits as well as follow-up visits and the number of persons contacted.

MIGRANT COMPENSATORY EDUCATION PROJECT
HOME VISITS BY SCHOOL NURSE

1 Visit	2 Visits	3 Visits	4 Visits	Number of Children	Number MCEP Participants	Number of Adults
63	11	2	1	446	108	145

The social worker in Laredo made a total of 32 home visits, resulting in referrals to many different agencies within the city.

Agency	Number of Referrals
Neighborhood Youth Corps	3
Mental Health Clinic	2
Rehabilitation Center	3
Webb County Welfare Agency	1
Counselor-Christen Jr. High	1
GED Testing	4
Health Director	11
Texas Employment Commission	7
State Department of Public Welfare	1
Home and Family Counselor Multi-Service Center	6

SOCIAL WORKER. In addition to visiting the migrants' homes, the social worker in Laredo served as a social director responsible for social activities involving both participants and their parents. Events planned specifically for the parents are discussed on page of this report. She also assisted in planning and conducting the two field trips of the summer, Parent Day activities, student talent show, recreational field day, and aquatic demonstration. As a certified counselor she counseled the enrollees, provided case studies on many of the participants, administered the Weitzman Test of Social Maturity, and lectured to the classes on several occasions.

The social worker at Rio Grande City was involved primarily with home visitation and subsequent referrals and with the collection of social information on the Project participants. The social workers of both districts were instrumental in serving as liaison between teacher and pupil, home and school, and school and community.

COUNSELOR. Considering the chief purpose of education to be helping individuals become increasingly self-directive and capable of creative and purposeful living, the Migrant Compensatory Education Project implemented a guidance and counseling component to assist participants in gaining self-knowledge sufficient to help them become increasingly confident, resourceful, and capable of planning for themselves so as to make life more satisfactory.

Objectives of the Guidance and Counseling component of the project were:

- To have each individual student become familiar with a wide range of information about himself so that decisions can be made in a realistic manner
- To free the individual to accept responsibility for his own decisions and to develop ability for self-analysis and self-direction
- To instill within each individual the desire and values of developing his abilities to the greatest degree of efficiency
- To stress that satisfaction with self and life can be achieved through the opportunities of education.

The counselors employed by the school districts were primarily responsible for counseling with the students and administering and interpreting tests. Each provided individual as well as group counseling and lectured to the classes on occasion. Of prime importance was the line of communication established between counselor and Project staff; the counselors in many instances diagnosed learning difficulties of individual students and communicated this data to the staff members working with the enrollee. Both assisted not only in evaluating the individual student by use of records and reports but also in evaluating the effectiveness of the entire Project in meeting the needs of the enrollees. A folder containing pertinent information about each student was maintained for use by Project staff members. The counselor was also utilized in the selection and grouping of Project participants.

In addition to the Science Research Associates (SRA) Achievement Series, the counselor at Laredo administered the California Algebra Aptitude Test, the Otio Quick Scoring Mental Ability Test, and the Kuder General Interest Survey. A subject Failure Evaluation Report was made at mid-summer to better understand and deal more effectively with subject failures in MCEP. Grade estimates were issued and any student receiving a D or F was provided a form for listing reasons of his failing the subject. The teacher also completed a failure evaluation of each student doing unsatisfactory academic work. For each participant the counselor gathered a Social Inventory and a Basic Information Form including biographical data, school information, personal interests, and attitude survey. This information was useful in more satisfactory dealing with the problems of the person counseled.

A rather innovative aspect of the counseling component was a Guidance Resources Center established in the Laredo counselor's office. Included were:

- Vocational tests, handbooks, booklets, and leaflets
- Telephone directories (classified yellow pages)
- Educational/Vocational Guidance Kits - 12" long play records with filmstrips and teacher guide
- 35 mm filmstrips

Students were allowed to browse during any free time and to use the Center for reports and course work.

Both districts encountered the problem of using counselors who were on ten month contracts for the regular school district program and were available for work with MCEP for only a portion of the summer.

FOOD SERVICE. The Project provided a hot noon lunch, free of charge, for each student. Participants in the Rio Grande City project also received a mid-morning snack.

ATTENDANCE

Both participating school districts reported "good" attendance at classes during the summer portion of the Migrant Compensatory Education Project. The supportive staff was instrumental in encouraging the enrollees to attend class.

Rio Grande City indicated the reason for absences in all instances but one was illness. One student, absent for several days, lost interest in the program and eventually dropped from the Program.

ABSENCES - RIO GRANDE CITY CISD

Absent 2 - 5 days - 30 students
Absent 6 - 9 days - 2 students
Absent 10 or more days - 2 students

Laredo Independent School District reported a 98.76 percentage of attendance for the 62 days of summer class instruction. Nine students listed as absent one or more days eventually dropped from the Project; apparently the other 40 dropping the program left without accruing any absences prior to their departure. In the Laredo project, there was an overall average of approximately 12 absences weekly. However, attendance was much better at the beginning of the Project than toward the end. More than one half (52.8 percent) of the total number of absences

ABSENCES - LAREDO ISD

Absent 2 - 5 days - 18 students
Absent 6 - 9 days - 4 students
Absent 10 or more days - 0

occurred the last month of the program; the [illegible] and third weeks of August accounted for one quarter of the total absences, perhaps indicating a loss of interest by the participants and a need to shorten the Project.

DROPOUTS

One of the primary objectives of the Migrant Compensatory Education Project was an attempt at solving the problem of the high dropout rate of migratory children as they reach the junior high school level. Thus, one dimension in determining the success of the Project was the increased holding power of the school. Since the program is in its infancy, there is no reliable basis for commenting on effectiveness in keeping students in school. Therefore, the original 333 participants in the Project should be followed the next several years to determine the number completing a basic high school education. Students replacing those leaving the program should also be followed until the completion of their formal education. In addition, the dropout rate of a control group of students with comparative environmental and experiential backgrounds should be considered.

Of the original 183 participants of Laredo's MCEP, 49 students dropped out of the program during the summer. Of those leaving the Project, 44 reportedly moved from the area to migrate with their families. These 44 students represented 36 families leaving the area. Other reasons for dropping from the Program were:

2	Dropped School
1	Graduated
1	Misconduct
1	Disliked Supervisor

Of the 49 students leaving, 36 were males and 13 were females. All but ten of these were over 16 years of age. Those moving from the area assumedly enrolled in school elsewhere, although no plans were made to determine their future education or possible return to the local participating school district.

Rio Grande City reported none of their 150 participants dropping our of school and only six leaving the Project. Four students representing three families migrated from the area. Another enrollee withdrew from the Project and the public schools to attend a parochial school. The sixth student leaving the program decided not to continue school during the summer, but intends to re-enroll in September.

PARENTAL INVOLVEMENT

Involving parents in the local school districts' MCEP was considered one of the greatest assets of the program. The children were encouraged to stay at the homebase by use of a rewarding and interesting academic and recreational program in addition to monetary remuneration for work-experience programs sponsored by the Neighborhood Youth Corps. However, parental involvement was also necessary to encourage the entire migrant family unit not to migrate. A concerted effort was made by the supportive and instructional staff to inform, include, and involve the migrant parents in the effort of educating their children. Additionally, in an attempt to assist the family in earning an income sufficient to allow them to remain at their home base, some parents were assisted in seeking employment or were involved in educational training programs for which they received stipends.

Adult Training Programs. Through cooperation with other agencies, parents were involved in programs providing financial support for educational work-training experiences. Parental participation centered around the Adult Migrant Education component of the Project. Each of the two schools was allocated $49,860 for extending their Adult Migrant Education Program for a period of six months for 96 adult migrant parents of teenaged youths simultaneously participating in the Neighborhood Youth Corps component of the Migrant Compensatory Education Project. Funded under Title III of the Office of Economic Opportunity and operated by the Vocational Division of the Texas Education Agency and by the Texas Office of Economic Opportunity, the Adult Migrant Education component prepared its participants for the GED (high school equivalency examination) and/or entry-level requirements in Manpower Development Training programs, and services were extended to additional parent trainees fulfilling eligibility requirements. The adult participants were granted educational stipends of $30 weekly for the 24 week period. The instructional program included basic education in the communicative and computational skills and remedial reading. In addition, citizenship education, health and safety education, occupational orientation, counseling, testing, and physical examinations were provided.

As noted in the application of the Adult Migrant Education component of the Migrant Compensatory Education Project, objectives were as follows:

General Objectives

- To encourage migrant families to secure employment outside the migrant stream
- To alleviate the high percentage of junior high and high school dropouts among the children of migrant families
- To provide for the educational needs of migrant families in their effort toward becoming permanent self-supporting members of their communities

Specific Objectives

- To extend the period of instruction of currently enrolled migrant parents in the educational skills needed to successfully meet adult responsibilities in daily life
- To prepare them for entry level requirements of on-going or newly implemented Manpower Development Training programs
- To help them secure permanent gainful employment in industry, commerce, and service trades
- To better enhance the concept of total family rehabilitation

In Laredo a total of 46 parents of MCEP enrollees participated in the Adult Migrant Education classes. These 24 males and 22 females represented 40 migrant families and are parents of 56 of the 183 MCEP participants. Forty-eight parents of Project participants in Rio Grande City were reported enrolled in Adult Migrant Education classes; these included 19 females and 29 males.

Social Activities. In Laredo several social activities to which parents were invited were conducted during the summer program. The first of these was a talent show in which enrollees competed for first, second, and third place awards. Approximately 300 parents and relatives attended. Many parents mentioned that this was the first time their children had participated in a program of this type indicating that these students previously were seldom selected to participate on the stage before an audience.

The second activity was a Parent's Day on July 28, 1967. Parents were introduced to teachers in the program and conducted on a tour of the classroom, spending 15-20 minutes with each teacher who explained classroom and instructional activities to the parents. The program concluded with a teacher-student-parent social in the gymnasium.

Approximately 300 parents and relatives attended the Aquatic Demonstration August 12. Included was an explanation of the method of teaching swimming and diving. The students demonstrated different methods of swimming in competative races for which they received awards, and in a water ballet. They were also awarded American Red Cross Swimming Certificates earned during the summer Project.

Home Visitation. Another method of fostering parental involvement was home visitation by school personnel. The primary purpose of these visits was to alleviate or eliminate, when possible, any handicap or need contributing to the underachievement or inadequate adjustment of the migrant child. However, an important result of these visits was the discovery and evaluation of familial needs and the arrangement of appropriate services. Additionally, the parents were informed of the school's interest in their children and of the importance of their completing an educational program. In both participating school districts, visits were made by the social worker, counselor, nurse, administrator, and teacher.

Employment. Several parents were employed by both the MCEP and the local school districts. The Project could possibly be strengthened by the employment of qualified parents of the enrollees for some of the non-professional positions approved by the Project (such as bus drivers, custodians, cooks, and aides) in order to assist in meeting the financial needs of families desiring to remain at their home base.

MEASUREMENT

An important component of a pilot program is intrinsic evaluation to assess effectiveness. Both subjective and objective measures are necessary to determine strengths and weaknesses and to indicate successes and failures.

OBJECTIVE MEASUREMENT. Both school districts participating in the Project provided standardized achievement testing on a pre and post basis as one means of measuring educational development of pupils in basic areas of curriculum and of indicating achievement strengths and weaknesses.

The Rio Grande City staff administered the California Achievement Tests Series to 119 of the participants in April and again in August. Grade Equivalent scores were reported for total reading and total arithmetic.

RESULTS OF CALIFORNIA ACHIEVEMENT TEST BATTERY
RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
SUMMER COMPENENT MIGRANT COMPENSATORY EDUCATION PROJECT

Grade Equivalent Changes	Reading No. of Students	Arithmetic No. of Students
No Change or Loss	56	35
0 - .3	15	18
.4 - .6	11	24
.7 - .9	11	13
1.0 -1.4	11	9
1.5 -1.9	8	12
2.0 -3.0	6	7
More than 3.0	1	1

NUMBER OF PARTICIPANTS AT GRADE LEVEL AS INDICATED BY PRETEST GRADE EQUIVALENT SCORES

	Pre No. grade level	Post No. at grade level
Reading	8	6
Arithmetic	9	16

Greatest gains reflected in test scores were in the area of mathematics where 70.50 percent of the enrollees tested indicated a gain and 24 percent of the 119 students achieved a gain of more than 1.0 grade equivalent.

Results of the Laredo Independent School District testing program are reported on page 40. Again, the greatest gains appear in arithmetic with the exception of grade ten. Of special note is the number of students in the lower quartile and the mean grade equivalents of approximately 2.0 grade equivalents below age-grade placement; both indicate fairly severe retardation in academic development.

Test results indicated relatively satisfactory advancement in most areas, however, several precautions should be taken in interpreting standardized test results for the migrant children of this Project:

- Brief time interval between pre and post-test
- Highly verbal test which was not adequate indication of performance of language restricted migrant children
- Low content validity of tests for disadvantaged youth
- Not accounting for standard error of measurement
- Students lacked understanding of test instructions
- Students not possessing "test-sophistication"
- Not all tests were machine scored
- Isolated problems in test controls-administration, scoring, recording
- A few atypical subtest results unduly influencing total battery composite

ACHIEVEMENT TEST RESULTS
LAREDO INDEPENDENT SCHOOL DISTRICT

Grade 7-9 Science Research Associates Achievement Test Series

		Mean G.E.	Number of Students in Lower Quartile			Number of Students in Each Quartile			
GRADE 7			01-05	06-15	16-25	01-25	26-50	51-75	76-99
Total Reading	Pre	5.6	6	6	7	19	3	2	
	Post	5.4	8	4	3	15	7	2	
Total Arithmetic	Pre	6.1	6	6	4	16	8	0	
	Post	6.8	0	8	5	13	6	5	
Composite Score	Pre	6.0	4	5	9	18	4	2	
	Post	6.0	4	8	4	16	7	1	
GRADE 8									
Total Reading	Pre	6.2	6	6	8	20	7	1	
	Post	5.8	9	10	3	22	3	3	
Total Arithmetic	Pre	6.5	9	10	4	23	4	1	
	Post	7.3	3	6	10	19	8	1	
Composite Score	Pre	6.5	1	16	5	22	5	1	
	Post	6.7	2	14	2	18	9	1	
GRADE 9									
Total Reading	Pre	7.2	4	16	5	25	9	6	
	Post	6.9	9	12	4	25	10	5	
Total Arithmetic	Pre	6.8	15	14	6	36	4	0	
	Post	7.8	8	10	6	24	14	2	
Composite Score	Pre	7.2	9	13	7	29	8	3	
	Post	7.5	6	15	4	25	11	4	

Grades 10-11 Iowa Test of Educational Development

		Mean S.S.							
GRADE 10									
Average Reading	Pre	8	8	3	3	14	6		
	Post	8	6	5	2	13	7		
Quantitative Thinking	Pre	10	0	4	4	8	5	7	
	Post	8	2	6	7	15	2	3	
Composite Score	Pre	8	3	8	4	15	5	0	
	Post	8	4	8	2	14	4	2	
GRADE 11									
Average Reading	Pre	9	4	6	3	13	5	0	
	Post	9	4	8	2	14	3	1	
Quantitative Thinking	Pre	10	1	3	4	8	8	2	
	Post	9	1	4	5	10	6	2	
Composite Score	Pre	9	2	10	2	14	3	1	
	Post	10	0	9	5	13	4	1	

PERSONNEL

SUMMER PROGRAM PERSONNEL. Approximately 65% of the total Title I operating budget was allocated for salaries for administrators, instructional and supportive staff responsible for conducting the summer portion of the Project. Positions approved for both participating school districts are listed below:

Rio Grande City

1 Instructional Coordinator
6 Developmental Teachers
4 Vocational Teachers
2 P. E. Teachers
1 Counselor
1 Social Worker
1 Nurse
1 Secretary
1 Counselor Assistant
5 Bus Drivers
4 Janitors
3 Cooks
1 Cafeteria Clerk

Laredo

1 Instructional Coordinator
7 Developmental Teachers
4 Vocational Teachers
2 P. E. Teachers
1 Counselor
1 Social Worker
1 Nurse
1 Librarian
1 Secretary
1 Bus Driver
2 Janitors

For the two districts, Neighborhood Youth Corps funded additional staff positions for both the in-school and summer components of the pilot Project. The 12 college tutorial helpers funded by Neighborhood Youth Corps were all college seniors and reportedly "invaluable to the success of the Project." The tutors assisted the teachers in non-teaching duties related to the school routine including monitoring, conducting class discussions, operating machines, performing clerical duties, assisting in general housekeeping, preparing classroom materials, giving undivided attention to students' problems, and assisting in field trips. Therefore, the classroom teachers were relieved of a portion of their routine, clerical duties not requiring professional training and allowed additional time for planning, preparation, better diagnosis of individual learning problems, individualized assistance to students, experimentation, and actual teaching. The result was increased teacher efficiency and enriched quality of instruction. For most of the teachers involved in the program, the use of tutors in the classroom was a new experience. However, there were no major problems, and a mutual respect developed between student, tutor, teacher, and administrator. The tutors were "truly professional", "sincere and dedicated in doing their job well", and "treated each student impartially and respected his individual differences."

None of the tutors employed had received their college degree although most had completed a minimum of 90 hours of college course work. However, six of the ten tutors in Laredo and two of the 13 in Rio Grande City have had previous teaching experience as the result of emergency certification. The majority of the tutors employed by the Laredo Independent School District were native to the area. Rio Grande City appealed to several colleges and universities of the State and secured a majority of non-indigenous tutors.

Laredo	Rio Grande City
5 males	8 males
5 females	5 females
10 Total tutors	13 Total tutors
Average Age - 22 years	Average age - 21 years
All 10 bilingual	8 of 13 bilingual

The instructional staff chosen for the two programs was relatively youthful. The age range in Laredo was 23 years to 44 years, with a mean age of 31.5 years. In Rio Grande City, the age range was 25 years to 58 years with a mean age of 35.8 years. As might be expected considering the mean age difference between the two groups, the average teaching experience of 9.2 years in Rio Grande City Project Staff exceeded that of the Laredo Staff which was 6.3 years. All of the teachers in Rio Grande City were bilingual as were all but two of the instruction staff in Laredo. Many of the teachers were native to the area and all had previously taught migrant children; therefore, they were familar with many of the educational problems attributed to the migrant student. However,

INSTRUCTIONAL STAFF

Laredo	Rio Grande City
7 males	6 males
6 females	6 females
12 hold bachelors' degrees	10 hold bachelors' degrees
1 holds master of education degree	1 holds a master of education degree
	1 non-degreed
11 of the 13 teachers bilingual	All 12 bilingual

only two of the combined 25 member staff reported previously attending a conference or institute pertaining specifically to the education of migrant youth indicating the need of further in-service training specifically designed for those teaching migrant children. Inventories and questionnaires were administered to the teachers and tutors to ascertain their knowledge, attitude, and conception of the migrant program in general, the Migrant student, and the "typical" adolescent child. Other studies, made to determine teacher needs in better understanding and coping with the varied but distinct needs and problems of the migrant student to provide the basis for planning in-service training, would likely result in improved programs.

Staff for the summer component of the Project should be chosen early in the year and allowed sufficient time to work on materials and curriculum and to attend conferences, demonstrations, and institutes. Because of their invaluable role in the Project and the education of the migrant child, staff members need to be given the opportunities for personal and professional growth.

COORDINATION WITH FEDERAL, STATE, AND LOCAL AGENCIES

Coordination was of prime importance in an experimental program of the scope and magnitude of the Migrant Compensatory Education Project. The main sources of coordination were between the Department of Health, Education, and Welfare; the Department of Labor; and Office of Economic Opportunity in organizing and funding the Project, and between the Texas Education Agency and local participating school districts in operating the program.

Although they are too numerous to list all of them, some of the agencies cooperating with the educational component of the Project were:

- Texas Education Agency - Migrant Education -- planned and supervised most of the Project
- Neighborhood Youth Corps -- funded that portion of the program concerned with the work-experience
- Office of Economic Opportunity -- funded 96 Adult Migrant Education slots especially for parents of MCEP participants
- U. S. Department of Agriculture -- cooperated with surplus commodities for use in the cafeterias and vocational home making classes
- National Teacher Corps -- offered corpsmen to work directly with MCEP
- Local Title I Program -- shared services, materials, and equipment
    - Provided some of the transportation for MCEP participants in Rio Grande City
    - Provided work stations as a result of conducting a summer remedial and recreational program
    - Made available some equipment and materials for use by MCEP
    - In Rio Grande City operated swimming pool during summer and made it available to MCEP physical education classes

Local Texas Project for the Education of Migrant Children
    - Shared services and equipment
    - Provided library services for MCEP summer program in Rio Grande City

- State Department of Health -- offered the services of a consultant and provided students with information brochures on health, grooming and sanitation.
- Local Head Start -- shared services and equipment with MCEP

- Local Adult Migrant Program -- cooperated by enrolling parents of the MCEP participants and shared materials and equipment
- Local Neighborhood Youth Corps -- Provided administration for the Neighborhood Youth Corps component of MCEP and enrolled brothers and sisters of the enrollees
- Local Educational Agency -- provided requested services and equipment as well as work stations for the enrollees
- Local Merchants -- loaned program materials of a non-consumable type and provided discounts on some merchandise purchased
- Local Civic Clubs -- collected used clothing for use of enrollees
- Local Health Department -- assisted in providing health services for the enrollees and their families
- County Department of Welfare -- worked with MCEP staff in providing many services for MCEP participants and their families
- Federal Housing Projects - Provided work stations for MCEP participants and employment for many of the parents
- Grulla Self-Help Housing Project -- offered assistance to 14 parents of the Project participants in Rio Grande City

SUMMARY AND RECOMMENDATIONS

The Migrant Compensatory Education Project conducted in Texas, California, and Florida is an impetus in eliminating the economic insecurities and social inadequacies associated with the migrant populace. Funded primarily by the Department of Health, Education, and Welfare; Department of Labor; and Office of Economic Opportunity and incorporating the services and resources of many federal state and local agencies, the pilot Project provided financial assistance, health and social services, and special educational opportunities for migrant children, aged 14-21 and their families while they trained in the home-base state. The experimental program demonstrated that the coordination and cooperation of programs of many agencies can better serve the needs of the migrant family and offer them the opportunity of learning other than agricultural vocational skills.

The Project operated in Texas by Laredo Independent School District and Rio Grande City Consolidated Independent School District offered basic and remedial education, occupational training, vocational rehabilitation, health and food services, and economic support to 333 migrant students and their families. The attempt to overcome educational deprivation and economic and social limitations of the Mexican-American migratory agricultural worker should be a continuous and concentrated effort over a period of time; however, the Migrant Compensatory Education Project conducted during the past few months has proven to be a vanguard to this end.

Funded by Title I of the Elementary and Secondary Education Act, the educational component of the multiple agency Project was termed "successful" in meeting the short-range goals proposed. During the summer component of the program, the two participating school districts:

- Provided learning experiences commensurate with the abilities of the individual participant by
    - .. grouping students according to ability and achievement
    - .. providing pupil-teacher ratio of 1-15 maximum
    - .. permitting individualized instruction and tutorial assistance

- Better provided for the interests, needs, and career objectives of the enrollees through
    - .. conceptualization and implementation of modified designs in curriculum
    - .. extended personal, vocational, and educational counseling service

- Somewhat increased the holding power of the schools, at least during the Project's initial implementation, by providing
    - .. a curriculum to meet the individual needs and interests of the students
    - .. broadened extra-curricular activities allowing all students the opportunity to participate
    - .. part-time employment
    - .. rewarding vocational occupational training and work-experience program

- Encouraged family stabilization (indicated by a fairly low rate of attrition) by providing
    - .. economic security through paid educational and vocational training programs (making possible sufficient financial assistance for both children and parents to participate in the Project)
    - .. better understanding and communication between home-school-community
    - .. assistance in health and welfare services for the enrollees and their families
    - .. opportunity for parental participation and involvement

- Improved scholastic achievements especially in the area of math and general achievement as indicated by standardized achievement test scores administered on a pre and post basis

The extent and effectiveness in meeting the long range and global objectives of the Project will necessitate follow-up studies for a period of time, perhaps even several generations. As the Project continues, attempts should be made to follow the participants and their families longitudinally to determine the number remaining in school until the completion of their graduation requirements, their attendance patterns, school grades, indices of educational achievement, extra-curricular activity participation, changes in attitude and behavior, evidence of failure and retention, changes in family status, and improved health and nutritional habits. In general, the attempt should be to follow these 333 students and their families to determine, where feasible, their achievements -- educationally, socially, economically, environmentally, behaviorally -- as compared to their counterparts, namely the general population labeled Mexican-American migratory agricultural worker.

RECOMMENDATIONS

Contingent upon extension or further expansion of programs similar in nature to the Migrant Compensatory Education Project in Texas, several recommendations for modification might be considered:

- Shorten the summer component to a minimum of 10 weeks and maximum of 12 weeks allowing the participants at least one week between the regular school term and the summer program.
- Use the daily counseling and tutorial period more advantageously. More than a mere study hall, this period should allow time for group and/or individual counseling, structured discussions, independent reading in the classroom and the library, and special projects structured to build basic concepts.
- Maintain a teacher-student ratio of maximum 1-15 and provide a minimum of one tutor for each classroom teacher.
- Extended guidance and counseling services for both students and parents to include individual and group counseling; extensive testing and diagnosis of learning difficulties; and lectures to groups on educational and social values and aims, self-appraisal, study habits, and vocational or career possibilities.
- Continued use of the language experience approach as the basis of the Language Arts curriculum. The merits of this approach should be further explored especially with those participants having limited communicative and experiental backgrounds.
- Possibly shorten the eight hour school day. Teachers report both they and the students are too tired at the end of the day for maximum efficiency
- Providing an activity period at least once weekly when all students would be free to pursue extra-curricular activities - publish a mimeographed school paper, participate in intramural activities, organize social or service clubs, etc. These activities would serve as "confidence builders" and permit the migrant students to participate in activities not always available to them during the regular school year.
- The decision should be made from the beginning whether the summer program is for enrichment only or for course creditation and/or conditioned promotion and the participants informed accordingly.

- Attempt to employ supportive personnel for the duration of the summer program.

- Attempt to employ needy, qualified parents of the students for most non-professional positions approved by the Project. Such action would involve more parents in the Project and offer financial assistance for those wanting not to migrate but to remain at their home base.

- Prime interest should be in the individual student and retaining him in the program if at all possible and not merely in filling slots to maintain maximum enrollment.

- Comprehensive and continuous in-service should be provided the Project Staff and include not only teaching methods and techniques, but Project philosophy; suggested materials, subject matter, and method of presentation; and background information for better understanding the problems and needs of the migrant.

- A brief teacher and tutor orientation is needed at the beginning of the program to acquaint the staff with the goals and operation of the Project.

- Periodic staff meetings, as usually conducted during the regular school term, would assist in alleviating problem areas, and allow the staff the opportunity to discuss pupil and program progress, and provide an opportunity for dissemination of appropriate information.

- Work stations provided should be more educational in nature and involve more responsible positions.

- More care should be exercised in screening, selecting, and grouping participants. Students selected should indicate interest in the Project, academic potential, and guarantee of non-migration. Grouping should take into consideration not merely achievement test scores as the basis but also other student variables including age, educational development, social and mental maturity, specific sub-test scores of the general achievement test battery, and teacher recommendation.

- The evaluation effort should be a coordinated venture with the projects in Florida and California

- Valid baseline data on participants should be established in terms of pupil variables (aptitudes, attitudes, interests, achievement, affective development, and physical characteristics) and school variables (grouping of students, characteristics of teachers, schedules, methods and techniques, equipment) and a matched control group selected for comparison.